

Preparing for the Future Today

State System
of Higher
Education



Dixon
University
Center

Performance and Outcomes Plan

Educational Resources Group

State System of Higher Education



Dr. James H. McCormick, Chancellor
State System of Higher Education
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110

RE: Educational Resources Group's Performance and Outcomes Plan

Dear Chancellor McCormick,

We are pleased to submit for your review and approval the Educational Resources Group's Performance and Outcomes Plan, *Preparing for the Future Today*, for the period beginning July 1, 2001, and ending June 30, 2004. The document details the ERG's remarkable progress and its comprehensive plans for the future.

The Plan identifies a clear mission and vision for our organization, details how staff will engage in an ongoing process of setting and meeting goals, and describes how we plan to market the network successfully to internal and external constituencies. We have identified four strategic market areas to focus resources. They are: Extended Campus/Virtual University, Community and Economic Development, K-16 Education, and Policy Research. Each market focus is linked to System Goals to ensure consistency and continuity with the strategic direction identified by the Board of Governors.

Finally, we are especially proud of the fact that ERG senior management personnel have demonstrated their support of the Plan by signing their names to the document. Staff involvement will be critical to successfully implementing our goals and objectives.

In closing, we stand ready to brief you and members of your senior staff if necessary.

Sincerely,

A handwritten signature in black ink that reads 'Charles Clevenger'.

Charles Clevenger Ph.D., President

A handwritten signature in black ink that reads 'Kim T. Coon'.

Kim T. Coon, President Designate

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Preparing for the Future Today

PERFORMANCE AND OUTCOMES PLAN

July 2001 – June 2004

Presented to

Dr. James H. McCormick, Chancellor

June 22, 2001

By

Educational Resources Group

PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION

*Creating Opportunities for Pennsylvania's Schools, Businesses
and Communities through Cooperation*





STATE SYSTEM OF
HIGHER EDUCATION

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Preparing for the Future Today

The Educational Resources Group (ERG) is proud to offer its *Performance and Outcomes Plan*. The ERG's specific goals and objectives described in this document are aligned with the following State System planning documents: *Imperatives for the Future*, *Imperatives Affirmed*, and the *Board of Governors' Goals for the State System of Higher Education 2000–01 to 2002–03*. Special emphasis is given to the State System's three primary strategic themes: focus on learning, collaboration and integration, and accountability.



The following pages document the evolution of the ERG: establishing a mission and a vision, engaging in the ongoing process of setting and meeting goals, and marketing itself successfully to internal and external constituencies.

Following extensive preparation, senior management, program directors and customer representatives exchanged ideas at a two-day retreat in May. Acting on its commitment to provide innovative services of the highest quality to its customers and colleagues in education, business and communities statewide, the ERG took the first step: identifying its strengths, weaknesses and opportunities.

In an effort to promote the educational interests of all Pennsylvanians, the ERG has also identified four distinct areas called Market Focuses:

(1) Extended Campus/Virtual University, (2) Community and Economic Development, (3) K-16 Education, and (4) Policy and Research. The ERG's strategic planning focuses on efficiently providing and coordinating a wealth of statewide resources to implement its objectives in all four areas.

A detailed summary of this strategic plan — a Performance and Outcomes Grid — identifies strategies; action steps; the person or area responsible for implementing the step(s); and expected outcomes, including qualitative and quantitative indicators of success. Each Market Focus area also includes a description of services provided by ERG programs, as well as an evaluation of all specific documented State System objectives that its programs meet.

The following targeted goals, representing each Market Focus area, are just a few highlights of the strategies detailed in the ERG's Performance and Outcomes Grid. The Educational Resources Group will:

- Establish a virtual university;
- Effectively assess the needs of the marketplace, and develop and market responsive programming;
- Strengthen relationships with organized labor, state and local government, Pennsylvania businesses, and the educational community;
- Expand workforce training programs;
- Develop a statewide Corporate Alliance Network;
- Initiate an Information Technology (IT) Leadership Academy;
- Develop a portfolio of business consulting services;

- Increase the number of regional centers and educational initiatives;
- Increase and expand internship offerings; and
- Increase the number of credit courses and the amount of workforce training offered through the Extended Campus/Virtual University.

From fiscal years 2000–01 through 2004–05, revenues are expected to grow by 87.5 percent — the majority generated by contracts with state agencies. This projection excludes the ERG’s Virtual University, which is expected to be operational by 2004.

An action plan for organizational leadership and staffing details the far-reaching structure that makes ERG programs work for the Commonwealth. The Center for Distance Education and the Keystone Library Network (KLN) become an integral part of the ERG. The Governance Document is amended to reflect Board of Governors’ representation as well as additional public and private representatives. Shippensburg University of Pennsylvania continues to administer the Academy for Leadership and Change which provides leadership training for public employees, as well as employees of not-for-profit agencies.

The Educational Resources Group administers the Institute for Internships, Applied Research and Commonwealth Relations providing assistantship and internship opportunities in the area of practice and public policy formation and analysis for students from across the System. Working closely with faculty and students, the Institute will conduct applied research, program assessment, policy analysis and evaluation; collect and analyze data; and operate collaborative programs with the state agencies.

Consistent with recommendations to develop “a comprehensive plan and process to address the growing needs of the Capital Region for higher education programs and services ... in collaboration with civic, business and educational leaders,” made in the State System’s planning document, *Imperatives Affirmed* (page 39), the Chancellor of the State System has directed the ERG president to work with other interested groups under the leadership of “Envision: Capital Region” and the City of Harrisburg on the board of the Harrisburg Polytechnic Development Corporation. Dedicated to specific programs, ERG staff is cross-linked to maximize coordination without duplicating services.

In keeping with the title of this Performance and Outcomes Plan, *Preparing for the Future Today*, the ERG has extended its self-analysis to include an objective assessment of how the organization is perceived by both its State System colleagues and diverse customer base. In an effort to more clearly communicate its range of services to the rest of the State System and to current and potential customers, the ERG is in the process of rebranding itself. A new name, logo, vision and mission statements, and a full spectrum of integrated marketing initiatives — traditional as well as e-marketing — are under development.

Through the continuous cycle of planning, implementation and evaluation for every program, the Educational Resources Group continues to act as a member of and as a facilitator for the State System of Higher Education to: (1) coordinate education and training providers across the Commonwealth; (2) expand educational opportunities for all Pennsylvanians; (3) help Pennsylvania attract and retain new businesses; and (4) enhance community life in every region.

A Record of Commitment

The State System of Higher Education acknowledged the need for an institutionally neutral statewide programming entity as long ago as its *Mission and Strategic Direction Statements* (1984) and as recently as the Board of Governors plan, *Imperatives for the Future* (1996). Moreover, the Systemic Change Initiative reported several “issue”

areas, many directly or indirectly related to statewide programming. However, the State System’s goal “to expand collaboration among System universities and with other sectors of higher education, as well as government, labor, business and industry, and community organizations” (*State System of Higher Education Goals: 1998 and Beyond*) had lacked a clear organizational focus for these efforts.

To address this issue, the Board of Governors established the Office of Statewide Programs in July 1998, under its authority to establish consortia within the State System and with other educational institutions and agencies (Section 20-2006-A, *Powers and Duties of the Board of Governors: Act 188*

of 1982, as amended). The consortium, which became the System’s 15th programmatic entity, was given complement and budget authority to engage in statewide programming and consortia arrangements within the State System and with other educational institutions, businesses and state agencies.

“... to expand collaboration among System universities and with other sectors of higher education, as well as government, labor, business and industry, and community organizations.”

— State System of Higher Education Goals:
1998 and Beyond

The Board’s stated intent was to provide a single point of contact for external stakeholders trying to access the resources of the State System, and facilitate cooperation within the State System so that response to external stakeholders could be more agile, strategic and beneficial to all involved.

In 2000, the Office of Statewide Programs was renamed the Educational Resources Group (ERG). The ERG worked in four programmatic areas to achieve its mission. All programs shared a commitment to ease of access and responsiveness. Programs were all project oriented, and all focused on providing services by leveraging the resources of the State System as a whole. Programmatic areas included:

- Workforce and economic development;
- School/university collaborative programs;
- Underserved communities and place-bound learners; and
- State agencies and the public policy community.



Dramatic results

In its three years of operation, the ERG has achieved a number of significant accomplishments.

In the area of economic and workforce development:

- The Workforce and Economic Development Network (WEDnetPA) has administered \$25 million in training funds, serving 63,000 Pennsylvania workers and almost 1,000 Pennsylvania employers;
- The University Center for Southwest Pennsylvania has facilitated more than \$750,000 in training grants for such companies as Marconi and the RAND Corporation; and coordinated an executive education program for the Hospital Council of Western Pennsylvania to be distributed statewide via the System's interactive video network; and
- The Workforce Resource Network partnership with IBM has provided nearly \$1 million in "just-in-time" training services for Commonwealth agencies, primarily in the area of information technology in the past three years.

With regard to K-16 reform, the Pennsylvania Academy:

- Received its first line appropriation — \$1.3 million — since 1993;
- Garnered more than \$1.4 million in grants and contracts since July 1998; and
- Facilitated a \$5,000,000 System-wide grant from the National Science Foundation and has current applications for a Gear-Up grant in the amount of \$12,800,000 and a Pt3 (Preparing Tomorrow's Teacher Technology) grant — both from the U.S. Department of Education — in the amount of \$600,000 a year for three years.



Place-bound learners and underserved communities continue to be served:

- Credit registrations at the University Center for the Capital Region have increased 60 percent, from 1,076 in academic year 1997–1998 to 1,723 in academic year 2000–2001;
- A consortium of ten colleges and universities offers programs at the Dixon University Center leading to baccalaureate, master's and doctoral degrees — in the evenings and on weekends — for working adults; and
- A growing "extended campus" network now includes 10 higher education councils and System branch campuses served by the Northern Tier Educational Initiative and other similar outreach efforts of the ERG's Office of Statewide Programs.

Programs and services for the public policy community have been broadened:

- The Harrisburg Internship Semester (THIS) program has provided more than 200 students from all 14 System universities with policy-level placements in sites that have included the Governor's Policy Office, the Office of the Speaker of the House, and the Office of the Attorney General;
- Together with the Legislative Office for Research Liaison (LORL) and the Center for Rural Pennsylvania, the System sponsored a conference for legislators and staff in February 1999 on community-based economic development. In addition, the System's Geographic Information System (GIS) Consortium is providing GIS services and technical support for the General Assembly; and
- Each summer, students from System universities participate in a cooperative program with the Pennsylvania Historical and Museum Commission (PHMC). Since 1993, 51 students from 12 System universities have participated.

As a consortium of the universities, the Educational Resources Group's Labor Education Institute has:

- Co-sponsored the AFL-CIO Community Services Institute at Cheyney University;
- Participated in planning the Governor's Labor/Management Cooperation Conference — a two-day annual event co-chaired by Secretaries of the Departments of Labor and Industry, and Community and Economic Development — which attracts more than 1,000 leaders of labor and business;
- Participated in Lock Haven University's efforts to assist workers displaced as a result of the announced closing of the Hammermill

International Paper Plant, and accessed technical assistance regarding benefits available under the Trade Adjustment and Readjustment Acts for the Office of Displaced Workers, Department of Labor and Industry; and

- Awarded \$125,000 in grants to Cheyney, Edinboro, Indiana and Kutztown Universities of Pennsylvania for labor education activities in the areas of diversity apprenticeships in cooperation with the building trades union; workplace safety training; union leadership development; and community-based training for working families.

Finally, the Educational Resources Group was established to help the System address the needs of new and emerging constituents. As such, the ERG — to a greater extent than the universities — shares the mission, goals and priorities of the State System as a whole.

The ERG has maintained its agility with a continuously improving, project-based organization that has been aligned, in large part, with the System's goals to facilitate collaboration, expand access, foster technology, and operate in a cost-effective manner.

The ERG's primary campus location is the Dixon University Center in Harrisburg. The campus housed the Harrisburg Academy and a U.S. government military intelligence school, before the Harrisburg Area Center for Higher Education moved on site in 1956 "to broaden educational opportunities" for residents of the capital region. Several renovations, expansions and technological upgrades have enabled the campus to serve the evolving objectives of the State System and the ERG. Today the University Center for the Capital Region is the flagship for the extended campus.

Succeeding in an Environment of Continuous Improvement

The Educational Resources Group is freeing higher education in Pennsylvania from traditional bounds of time and space. In his book, *The New Geography*, Joel Kotkin describes how the digital revolution is reshaping the American landscape. He writes that in a manner not seen since the onset of the industrial revolution, technology is reshaping the landscape of American communities. Just as the railroad, telegraph and mass-production factory transformed the social and economic reality of cities, towns and rural hamlets in the 19th century, the rise of the digital economy is profoundly altering the economic and social geography of contemporary America.

With advancements in technology and the increasing emphasis on an information economy, workers are no longer place-bound. With the advent of the Internet, companies can locate in rural areas and still compete effectively in the global marketplace. In short, the digital revolution has accelerated the speed with which information is processed and disseminated; it also has redefined the relationship between space and time within our communities.

This digital phenomenon is not reserved exclusively for how people relate to their communities in the 21st century. This new paradigm also applies to higher education. As we move through the first decade of the new millennium, Pennsylvanians will increasingly rethink the relationship between space and time when pursuing their higher education goals and advanced skills training. And the use of technology will expand and increase access to higher education for the Commonwealth's underserved communities.

There will always be the traditional student that prefers the "campus experience." However, an increasing number of Pennsylvania's diverse and nontraditional students will seek alternative methods to obtain education beyond high school without having to be on campus. They will expect their education and skill training to be accessible, affordable, convenient and of high quality.

In response to this phenomenon and to Pennsylvania's educational, community and economic development needs, the State System of Higher Education, the largest provider of higher education in the Commonwealth, created the Educational Resources Group as a consortium of the System's 14 universities. A highly agile organization, the ERG exists to help meet the needs of Pennsylvania's businesses and industry, underserved communities, place-bound learners and K-16 programs.

The ERG is strategically positioned to address the State System's mission "To provide continuing education and community and public services in accord with the needs and aspirations of citizens and the social, cultural, economic and technical needs of the Commonwealth" (*The Mission and Strategic Direction Statements for the State System of Higher Education*, 1984).



As the ERG, the 15th institution of the State System, enters its fourth year of operation, it begins with a clear strategic direction, a statement of core values and a focused mission statement. Making effective use of technology, the ERG will be a world-class provider of innovative, quality educational and workforce development services to an increasingly diverse and nontraditional customer base. With statewide emphasis, the ERG continues to be market driven; and it will increasingly be recognized for its ability to adjust rapidly to changing customer needs.

The ERG is committed to generating revenue in a competitive environment of continually and unpredictably changing customer opportunities.

By creating a steady stream of new initiatives centered around its Market Focus, the ERG will bring new and added value to the State System. It will create opportunities that achieve economies of scale by utilizing the resources of the State System's 14 universities and through innovative public/private partnerships.

The following pages outline in specific detail the ERG's strategic business plan — documenting its mission, vision and values. As the 15th institution, the plan describes the ERG's connection with the State System.

Expanding its horizons

Realizing that the ERG cannot be all things to everybody, Market Focus areas have been identified to reduce duplication of services, keep staff focused on priorities, and provide for the efficient provision of resources to implement its strategic goals and objectives. These Market Focus areas include

Extended Campus/Virtual University, Community and Economic Development, K-16 Education, and Policy and Research. As the ERG moves to develop its Market Focus, it will never lose sight of the fact that it will be most successful when the 14 universities are coordinated to make the fullest and best use of their human and financial resources.

Revenue enhancement and resource allocation plans are provided later in this report. Budget projections provide for both moderate and aggressive growth. The ERG action plan outlines the necessary organizational realignment needed to streamline operations; describes new administrative policies and procedures, and proposed changes to the governance structure; and introduces a thoroughly researched marketing and branding strategy.

Strategic planning

The Educational Resources Group's Performance and Outcomes Plan has been developed in a manner to support the concept of continuous improvement. Consistency is achieved by aligning the ERG's goals with those identified in the State System's planning documents: *Imperatives for the Future*, *Imperatives Affirmed*, and the *Board of Governors' Goals for the State System of Higher Education 2000-01 to 2002-03*.

Utilizing a continuous improvement management-planning format, a Performance and Outcomes Grid has been developed. The grid identifies each strategy, statement of action steps, identification of responsibility, and expected outcomes. The ERG expects to periodically report on the achievement of its goals and objectives and will provide updated reports as required. The report will focus on the actual outcomes.

■ Performance results

For the ERG to be a world-class provider of innovative, quality educational and workforce development services to an increasingly diverse and non-traditional customer base, it must evaluate its organizational performance based upon results. Senior management commits to utilizing the Organizational Performance Results identified in the *Baldrige National Quality Program, Education Criteria for Performance Excellence*.

The ERG will focus on the following criteria for organizational improvement:

- Learning;
- Customer satisfaction;
- Budget, financial and market performance;
- Creating a positive, productive, learning-centered, and supportive work environment; and
- Results of all key processes and process improvement activities.

During the next year, the ERG intends to begin the process of taking the Baldrige challenge. Working with the State System's Continuous Improvement Office, ERG staff will begin the self-assessment process against all of the Baldrige criteria. With this intense self-evaluation, a goal of the ERG will be to successfully win a Baldrige Award.

Emphasis will be placed on creating an organization that motivates staff to develop and utilize its full potential in alignment with the network's overall objectives and action plan.

Staff education, training and development activities will also be implemented to build individual knowledge, skills and capabilities to advance the ERG's mission. A detailed summary of the self-evaluation can be found in the Appendix: Organization and Staffing Development.

"Recent fiscal, philosophical, educational, and technical changes call for much more — and more deliberate and structured — collaboration ... among the universities within the System, and between State System universities (and the System as a whole) and many other organizations and entities within the Commonwealth, the nation and the world."

Imperatives for the Future (1996)



Organizational Performance Plan

Performing to Our Fullest Capabilities

Staff can — and will — make a difference when given the opportunity to be meaningfully involved in the network's future.

Effective educational institutions have hallmarks or distinguishing characteristics, according to Dr. Kay McClenny (*Education Commission of the States*). They are: to be flexibly responsive to needs, accessible and affordable. McClenny also identifies some necessary pre-conditions for high-performance institutions to function effectively:

- a. Clearly defined mission;
- b. Significant degree of autonomy;
- c. Accountability for their contribution to a statewide mission;
- d. Incentives for collaborative effort;
- e. Predictable funding stream;
- f. Serious attention to incentives;
- g. Strengthen accountability for performance that is appropriate to mission; and
- h. Presence/voice at the highest level.

For the network to perform to its fullest capabilities, meeting these pre-conditions is not only necessary but also essential.

An intensive review process of the network's operational management was undertaken to acquire a fundamental understanding of our strengths, weaknesses and potential opportunities. Executive management met with each director to discuss day-to-day operations. Directors were asked to analyze and report on their specific programmatic goals, outcomes and progress to date.

An administrative procedural review was initiated to examine ways in which we could more efficiently manage the day-to-day accounting requirements necessary for a fast-growing, multimillion-dollar educational entity. This preliminary review culminated in a two-day retreat held in Bedford, Pennsylvania.

Attended by senior management staff and representatives from our customer base, a modified Delphi Process was conducted. This procedure engaged the group in an envisioning process to describe our future; evaluated the organization's present status, relative to the staff's vision of where we should be; and finally, conducted an environmental scan that assessed identified trends and probable scenarios, to identify both internal and external challenges and opportunities facing us in the future. This process proved to be both enlightening and instructive. Staff involvement was exceptional, with members freely discussing both the positive and negative characteristics of the network.

What has been described to this point as the "Educational Resources Group" has been growing and expanding to meet the educational needs of businesses and communities. We feel that at this point, it is more accurate to refer to it as the "network." And as this document will explain, we expect it to continue to grow and expand, so that rebranding as a network will become both necessary and advisable.



Kim T. Coon, President

"In a distributive leadership environment, all staff members will see themselves as unique sources of knowledge, experience, capability, and wisdom."

Our Performance and Outcome Plan reflects our assessment of our present status and our future direction. A commitment to continuous improvement to ensure excellence is essential, and the document identifies processes that are fundamental to quality management. The Plan has been developed and reviewed by staff, who demonstrate their commitment to implementation by affixing their names to the document.

This process is perhaps one of the best examples of the distributive leadership model. Management by inclusion will be the operative theme within the network. In a distributive leadership environment, all staff members will see themselves as unique sources of knowledge, experience, capability, and wisdom. What staff members think and what they have to say matters a great deal to successfully implement the goals and objectives identified in the Plan.

Statement of Values

The following statement signifies our commitment to be a world-class provider of innovative, quality educational and workforce development services to an increasingly diverse and nontraditional customer base. That customer base includes Pennsylvanians residing in underserved areas; place-bound learners; people in business and industry; and Pennsylvania's workforce, public schools and agencies, community and economic development specialists, environmental specialists, local government officials, municipal employees, and members of the nonprofit community.

- I. We believe in the need to bring learning opportunities to Pennsylvania's underserved communities and place-bound learners.
- II. We are committed as a staff to support and promote the need for lifelong learning opportunities.
- III. As a team, we will encourage all staff to achieve excellence, as well as respect all colleagues and customers.
- IV. No matter what the task or whom we serve, we will always deliver more service than our customers expect.
- V. With an entrepreneurial attitude in meeting new and existing challenges, we will be indispensable to the State System.
- VI. We commit to creating unique public/private partnerships to help address Pennsylvania's education, community and economic development needs.
- VII. We will successfully add value to the State System and the 14 individual universities.

The Statement of Values was accepted, and staff began to examine our vision and mission statements. Both incorporate the System's three primary strategic themes — focus on learning, collaboration and integration, and accountability.

Vision Statement

We are a thriving networked resource that provides a steady stream of new opportunities in all areas of education and workforce development to an increasingly diverse customer base. We create and welcome new challenges, which enable us to keep Pennsylvania ahead of the curve in new technologies and advanced opportunities for statewide progress.

Staff participated in the re-evaluation of our mission statement and agreed that the mission statement should reflect the following characteristics:

1. Expand access to higher education;
2. Broaden educational opportunity through cooperation and collaboration;
3. Promote degree preparation and continuous learning opportunities throughout the Commonwealth;
4. Serve new and emerging markets;

5. Increase flexibility and responsiveness on the part of the System to requests for programs and services; and
6. Represent the interests of the System as a whole, and the interests of the 14 universities.

The following mission statement reflects these characteristics.

Mission Statement

Our mission is to enable all Pennsylvanians to take full advantage of lifelong-learning opportunities and their benefits

... by facilitating collaboration among the universities, public schools and agencies, and public/private partnerships;

... by creating needs-driven programming;

... by providing efficient and effective use of resources; and

... by assuming the accountability for goal achievement and continuous improvement.

Strategic Planning

Discovering new opportunities and maintaining accountability

This is a time of transition. As noted in the document's introduction, staff has been involved in an intensive review of strengths and weaknesses. Review and analysis focused on important issues facing us as we continue to experience rapid growth. These issues include developing a clear sense of strategic direction, Market Focus, administrative policy, and an action plan to achieve our goals and objectives.



Given our commitment to be a world-class provider of innovative, quality services to help meet the Commonwealth's education, economic and community development needs, certain planning assumptions have been identified to position the network to effectively achieve its mission. The following assumptions will impact our growth and strengthen our connection with the rest of the State System:

- The network's agile nature is best suited to leverage the resources of the System as a whole to meet the needs of communities for a comprehensive range of higher education programs and services, including both real and virtual delivery.
- As the 15th institution of the System, we must identify and secure new resources to support our mission; and we must have the flexibility to reallocate those resources to meet unexpected needs and challenges.

- Our success will be determined by our ability to develop new markets and deliver services to Pennsylvania's underserved communities, place-bound and adult learners, nonprofit organizations, state and local government, and the corporate community.
- The collaboration of business and education presents opportunities for the network.



Performance and Outcomes Grid 2001 to 2004

Extended Campus/Virtual University

Goal	Strategy and Action Steps	Person/Area Responsible	Expected Outcomes, including Qualitative and Quantitative Indicators of Success
Establish a virtual university.	<p>Establish blue-ribbon committee to develop implementation processes and identify resources to establish a virtual university and report to the president by January 2002.</p> <p>Transfer Center for Distance Education and Keystone Library Network.</p> <p>Work with the Commonwealth's Office of Information Technology to develop the Portal for Distance Education.</p> <p>Contract for and fund the <i>Digital Infrastructure</i> to support distance learning.</p> <p>Provide the services to support distance education and training for developers and faculty.</p> <p>Provide support staff in the form of instructional technologist and course builders.</p> <p>Identify funds for the development of new programs.</p> <p>Provide curriculum for new programs.</p> <p>Provide regional staff to market and coordinate programs.</p> <p>Coordinate existing programs and develop new collaborative programs.</p> <p>Contact with providers of content for resources and materials.</p> <p>Coordinate with admissions (for credit programs), Continuing and Distance Education Offices (non-credit programs) and Small Business Development Centers.</p> <p>Coordinate virtual university credit/non-credit offerings with System universities.</p> <p>Recruit an academic officer.</p> <p>Develop an adult learner resource center.</p> <p>Identify additional resources to support development and implementation.</p> <p>Begin articulation process with Pennsylvania's virtual community college.</p>	Coon/Office of the President, Keystone Library Network, Center for Distance Education, Maroney, Wagonseller.	<p>Submit plan to the Board of Governors for approval by June 2002.</p> <p>Initiate accreditation process (TBD).</p> <p>Appoint a Chief Academic Officer by December 2002.</p> <p>Have in place an articulation agreement with Pennsylvania's virtual community college (TBD).</p> <p>Form 501(c)(3) affiliate for auxiliary services by January 2002.</p> <p>Transfer Center for Distance Education and Keystone Library Network by July 2001.</p> <p>Identify additional resources (ongoing).</p>

Goal	Strategy and Action Steps	Person/Area Responsible	Expected Outcomes, including Qualitative and Quantitative Indicators of Success
Refine and develop working relationships.	Initiate regular meetings with Community Education Council (CEC) representatives.	Coon, Wagonseller (and other network representatives), CEC Directors.	Accomplish participation of CEC Directors in monthly Steering Committee meetings. Participate in CEC quarterly Directors meetings.
Increase number of credit-bearing programs offered through the extended campus.	Collect data to determine education/training needs. Analyze data to determine program viability. Work with universities to develop programs. Coordinate delivery of these programs. Assess customer satisfaction with programs delivered.	Wagonseller, Maroney, CEC Directors, and Steering Committee members.	Collaboratively develop and deliver: - A Web-based MS in Special Education with a Concentration in Rehabilitative Sciences by spring 2002 semester. - A Web-based Associate of Art degree program by spring 2002 semester. - A degree completion program in the areas of Social Work or Human Services by summer 2002 semester. Develop and implement customer satisfaction survey by spring 2002 semester.
Increase Workforce and Economic Development Network of Pennsylvania (WEDnetPA) grant activity in the extended campus.	Establish and maintain communication with members of business/industry. Set up meetings with business/industry leaders, in conjunction with WEDnetPA representatives, to identify educational/training needs. Develop/implement educational/training programs, in coordination with WEDnetPA partners, who meet identified needs. Assist in grant application process as needed.	Wagonseller, Baer, WEDnetPA partners.	Secure WEDnetPA contracts in Warren and Lawrence counties by summer 2002.
Enhance marketing and recruitment efforts.	Complete development of extended campus marketing materials (to include network catalog). Distribute marketing materials to targeted audiences. Arrange meetings with potential customers (i.e. business/community leaders, specialized groups). Focus on demand-driven programming.	Wagonseller, Hodavance (L•A Advertising) and CEC Directors.	Begin distribution of marketing materials by fall 2001 semester. Begin meeting with Chamber of Commerce members, and County Commissioners by the spring of 2002. Increase enrollment in existing classes.
Analyze cost of Extended Campus.	Perform cost analysis.	Coon/Office of the President	Produce cost analysis by end of year.

Extended Campus/Virtual University

Goal	Strategy and Action Steps	Person/Area Responsible	Expected Outcomes, including Qualitative and Quantitative Indicators of Success
Increase collaboration with distance education efforts.	Work closely with Center for Distance Education to coordinate programming. Meet with CEC Directors to discuss technology-related grant opportunities [i.e. Link to Learn and Technology Opportunities Program (TOP)], and assist them in obtaining these funds.	Wagonseller, O'Hara-Mays, CEC Directors, and Steering Committee members.	Explore use of TOP grant to fund connect CECs to Regional Route 6 Effort by December 2001.
Develop non-credit program at Dixon University Center.	Develop programs in Payroll Specialist Certification and other mandated professional continuing education programs.	Maroney	Finish first payroll series in April 2001. Continue series in September 2001. Offer mandated program for Social Workers by spring 2002.
Continuously improve services for students and faculty.	Develop and implement satisfaction studies and actions plans.	Maroney	Complete satisfaction survey among faculty and staff by spring 2002. Action Plans: <ul style="list-style-type: none"> - Replace audio visual equipment. - Replace chairs. - Provide food service; upgrade vending machines. Retain food trucks for campus. - Address registration issues via Web-based registration process.

Community and Economic Development

Goal	Strategy and Action Steps	Person/Area Responsible	Expected Outcomes, including Qualitative and Quantitative Indicators of Success
Prepare a comprehensive plan and process to address the needs of the Capital Region.	Support the collaborative process underway entitled the Harrisburg Polytechnic Development Corporation.	Coon	Broaden market for System courses and programs by June 2002.
Strengthen and make routine relationships with four participating universities: Cheyney, Edinboro, Kutztown, and Indiana Universities of Pennsylvania.	Develop ongoing programs consistent with the Labor Education Institute mission beyond the match.	Campus coordinators/directors, Johnson	Develop ongoing relationships with labor and community organizations. Develop ways that non-traditional students can use campus resources by June 2002.
Strengthen relationships between Pennsylvania AFL-CIO and Labor Education Institute.	Develop joint marketing strategy with System relations.	Johnson, Foster, AFL-CIO designee, advisory board	Jointly (System and the AFL-CIO) produce marketing materials that maximize the resources used and respond to the unique needs of both by spring 2002.
Strengthen relationships between Pennsylvania Department of Labor and Industry and Labor Education Institute.	Increase participation/statewide visibility in labor-management cooperation activities.	Johnson	Develop communications/ongoing working relationship beyond involvement in conference activities. Partner with the Department of Labor and Industry on programs, which result from creative application of System resources to workforce issues by January 2002.
Develop statewide and regional programs, unaligned with specific campus programs that enhance labor's role in the workforce and in the economy.	Engage in ongoing needs and resources assessment to determine how best to allocate resources.	Johnson, AFL-CIO, advisory board	Make needs assessment an ongoing role of the Labor Advisory Board. Make it a part of the agenda at every advisory board meeting. Establish a needs assessment committee within the advisory board (ongoing).
Expand Guaranteed Free Training (GFT) program to include Customized Job Training (CJT).	Develop new guidelines.	Baer	Implement new guidelines by July 1, 2001.
Develop Department of Environmental Protection (DEP) program.	Develop protocols. Customize WORKS.	Baer	Begin operational phase of program by fall 2001.

Community and Economic Development

Goal	Strategy and Action Steps	Person/Area Responsible	Expected Outcomes, including Qualitative and Quantitative Indicators of Success
Hold Regional Workforce Summits.	Work with Steering Committees, engage in regional planning and promote university involvement.	Gerity	Recognize network by June 2002. Develop official Corporate Alliance participation in action plans for regions by June 2002. Share outcomes with universities by June 2002.
Provide information that will help shape the content and delivery of the curriculum through continual input into System and university planning processes.	Develop university-based business units. Develop online Faculty Institute. Develop Rapid Response Network. Implement partnership authority. Plan for financial self-sufficiency. Inventory and catalog System programs and services. Market programs and services cooperatively.	Gerity	Operate business units on half of the campuses by the end of 2001. Complete first Faculty Institute by Intersession 2001-02. Have Rapid Response Network in place and functioning by January 1, 2002. Have partnership authority and plan for self-sufficiency in place. Complete inventory and cataloging of System programs and services. Implement marketing plan.
Facilitate the System's response to economic and workforce development needs by serving as a statewide point of contact; establish a consulting capability to serve both internal and external constituencies; and by systematically brokering training sessions on a statewide basis.	Develop university-based business units. Develop online Faculty Institute. Develop Rapid Response Network. Implement partnership authority. Plan for financial self-sufficiency. Inventory and catalog System programs and services. Market programs and services cooperatively.	Gerity	Operate business units on half of the campuses by the end of 2001. Complete first Faculty Institute by intersession 2001-02. Have Rapid Response Network in place and functioning by January 1, 2002. Have partnership authority and plan for self-sufficiency in place. Complete inventory and cataloging of System programs and services. Implement marketing plan.
Complete development of Cross-Training Program for Workforce and Economic Development professionals.	Develop Curriculum Pilot Programs. Revise and sell to other areas of the state.	Gerity	Contract from Pennsylvania Economy League (PEL) to do Pilot. Negotiate with DCED to offer to other TeamPA regions by spring 2002.
Collaborate with System universities for Workforce and Economic Development.	Partner on projects with universities and corporations in western Pennsylvania. Assess Corporate Needs Broker Programs.	Gerity, Corporate Alliance Staff	Partner on 10 contracts sharing in administrative overhead and projects to generate a minimum of \$30,000 for University Center for Southwest Pennsylvania by June 2002.

Goal	Strategy and Action Steps	Person/Area Responsible	Expected Outcomes, including Qualitative and Quantitative Indicators of Success
Increase regional workforce and economic development.	Continue with Regional Learning Network (RLN) in southwest Pennsylvania. Renew funding and establish a new RLN in central Pennsylvania with funding from PEL.	Gerity, Corporate Alliance Regional Managers	Renew RLN for southwest Pennsylvania (TBD). Request \$35,000 in new funding (TBD). Prepare proposal for PEL-Capital Area for \$35,000 for central Pennsylvania RLN (TBD).
Incorporate Workforce Resource Network (WRN) and the University Center for Southwest Pennsylvania into the Office of the Corporate Alliance.	Identify more opportunities for Invitation to Qualify (ITQ), assign Swarts to work with Horn of IBM, identify opportunities to grow Workforce Resource Network (WRN) and move IBM 390 to WRN within Corporate Alliance.	Swarts, Gerity	Generate \$100,000 from WRN projects: BOCA, PennDOT and new projects (TBD). Develop three new projects with IBM – Principal Certification, SAP Training and new ITQ business (TBD).
Develop the Corporate Alliance Network as a self-sustaining entity.	Assess market focus of 14 universities. Develop Memorandums of Understanding (MOUs) to market programs to corporations through OCA. Coordinate OCA managers with 14 universities and establish three Corporate Alliance Regions. Meet on a quarterly basis with universities.	Corporate Alliance Staff	Activate Corporate Alliance Network (CAN) (TBD). Identify products and services to be brokered (TBD). Establish Corporate Alliance as a Single-Point-of-Contact for region by spring 2002.
Develop and strengthen the relationship with TeamPA, the Workforce Investment Boards (WIBs) and other statewide economic development groups.	Coordinate WEDnetPA activity with TeamPA in the 10 TeamPA regions with the universities and the Office of Corporate Alliance.	Gerity, Johnson, Corporate Alliance Staff	Align State System Universities with 10 TeamPA regions for WEDnetPA and Workforce Development Services by July 2002. Outcome: All 10 TeamPA Regions served by System Universities and Corporate Alliance.
Develop Information Technology (IT) Leadership Academy.	Initiate program. Evaluate and determine transferability.	Gerity, Friday	Start project in January 2002 and monitor progress of program. Determine opportunity to roll out in other areas of state.
Develop corporate consulting services.	Develop portfolio of consulting services to meet Pennsylvania's business and industry needs.	Corporate Alliance Staff	Identify services that the Corporate Alliance Staff can provide to corporations on a fee basis by June 2003. Generate income greater than \$1,000,000 by June 2003. Develop six corporate university partnerships by June 2003.
Provide regional service.	Evaluate best way to provide regional services.	Gerity, Corporate Alliance Staff	Submit a plan to provide services on a regional basis to submit to the president by January 1, 2002.

K-16 Education

Goal	Strategy and Action Steps	Person/Area Responsible	Expected Outcomes, including Qualitative and Quantitative Indicators of Success
Form regional councils in the eight standards implementation regions of the state.	Obtain additional funds and issue RFP.	Pavlak	Establish four additional councils in 2001-02.
Have teachers attend the Academy, pass the exit examination and develop, implement and approve the action plan.	Provide professional development programs. Invite teachers in the K-16 councils to attend the Governor's Urban Academy.	Pavlak, Intermediate unit directors, School administrators, University deans.	Provide professional development for in-service teachers in the areas of math and reading to produce higher student test scores (TBD).
Have the pre-service teachers know the standards and have them implement them in a clinical setting.	Integrate state education standards into teacher training programs.	Deans of colleges of education and intermediate unit directors.	Have pre-service teachers learn the state educational standards (TBD).
Enable students to make a seamless transition to the university or community college.	Define proficiency needed by a high school graduate to enter the university and successfully complete the program.	Deans of Education, Pavlak, University faculty, Intermediate unit directors.	Align K-16 standards producing a seamless entry to university programs.
Create a Web site for K-16 councils in cooperation with Pennsylvania Department of Education (PDE).	Collect and enter data on the site. Update site as needed.	Assistant Director	Provide access to the Web. Collaborate with intermediate units (TBD). Activate Web site for the K-16 council in cooperation with Pennsylvania Department of Education (PDE) (TBD).
Develop alignment strategies for the councils.	Work with the councils to develop alignment strategies.	Pavlak, Council representatives	Realize alignment (TBD).
Establish a funding stream for the Academy.	Submit budget through the Office of the Chancellor for line item funding and outside funding sought.	Pavlak, Sheppeard	Approve budget allowing for continuation and growth of program (TBD).
Maintain, implement and assess online courses for the professional development of teachers.	Implement and assess on-line courses through the Governor's Urban Academy.	Pavlak, Sheppeard, Intermediate unit directors	Provide accessible classes for teachers (TBD).
Secure funding from external sources to continue the mission.	Review funding sources and make applications as appropriate.	Pavlak, Sheppeard, Grants/Contracts Coordinator	Continue to secure grants and contracts from external sources (TBD).

Policy and Research

Goal	Strategy and Action Steps	Person/Area Responsible	Expected Outcomes, including Qualitative and Quantitative Indicators of Success
Develop a Policy and Research Center.	<p>Establish research partnerships with Commonwealth agencies.</p> <p>Clarify and refine the relationship with the Academy for Leadership and Change.</p> <p>Operate THIS internship and other internship and assistantship programs for System students in policy-related sites and Center projects.</p> <p>Conduct applied public policy research and analysis on a contract basis, and in conjunction with the Legislative Office for Research Liaison (LORL).</p>	Coon, Policy & Research Director, Staff	<p>Conduct multidisciplinary conferences on a statewide basis, and a program of regional lectures and a workshop on themes established by conferences by July 2002.</p> <p>Publish papers, monographs and conference proceedings by fall 2002.</p> <p>Provide technical assistance and consultation for government officials and for the leadership of public and private agencies by fall 2002.</p> <p>Jointly operate centers for research and practice with Commonwealth agencies (e.g., Land Use Planning Institute) by spring 2002.</p>
Investigate the possibility of increasing internships for each university.	Check out other revenue sources.	Campbell	Explore avenues of funding sources for more internships by spring 2002.
Complete the System Review of The Harrisburg Internship Semester (THIS) program.	Continue process in the fall. Develop survey.	Campbell	Complete review narrative by end of fall semester. Conduct survey of THIS interns in the spring by fall 2001.
Continue to explore the relationship of THIS with local internships at the Association of Pennsylvania State College and University Faculties (APSCUF).	Follow up with discussion with local APSCUF presidents.	Campbell	Focus the relationship and/or involve the THIS program (ongoing).

■ System Connection

Working on behalf of the entire State System.

In a global market, the organizations that are able to effectively target resources to support their missions will be the most competitive in an ever-changing product and service environment. As the 15th institution, the network is part of the State System, and the System's 14 universities are the primary resource. Given our success, our relationship with the universities is solid, and continued effective communication with the presidents and their staffs is essential.

To promote effective communication, our president is part of the System's Leadership Team. This forum provides the opportunity for our president to discuss issues, activities and opportunities with the other 14 presidents, the Chancellor and Senior Staff.

Our relationship with the Association of Pennsylvania State College and University Faculties (APSCUF) is equally important. In many respects, the faculty is our primary resource. While the terms and conditions of faculty work are contractually established, we intend to explore ways in which they can be further involved in assisting us to meet our Extended Campus/Virtual University; Corporate Alliance; and the Institute for Internships, Applied Research and Commonwealth Relations initiatives. In order to preserve the existing positive relationship with System faculty, we propose to:

- Submit a column for publication each semester in the APSCUF newsletter describing our activities (this responds to a request by union representatives for more timely information on these activities); and

- Design a template by a team of network members to assist the Corporate Alliance's business and industry outreach, and maximize faculty participation.





Market-Focused Performance Plan

Expanding Our Influence and Excellence

We will implement marketing strategies to involve more Pennsylvanians in the educational process.

In an effort to provide more educational opportunities to the people of the Commonwealth, we have identified four distinct providers of innovative, high-quality services: (1) Extended Campus/Virtual University, (2) Community and Economic Development, (3) K-16 Education, and (4) Policy and Research.

To most effectively meet the evolving needs of these Market Focuses, we are committed to keeping staff focused on priorities, to efficiently providing resources to implement our strategic goals and objectives, and to coordinating all the available resources of the 14 State System universities.

Extended Campus/Virtual University

The Extended Campus/Virtual University initiative addresses the following recommendations of *Imperatives Affirmed*, a report of the State System's Planning Commission:

G.1. Develop an implementation process and identify resources to establish a Virtual University (VU) as a nonprofit 501(c)(3) corporation, as a consortium of System universities, or in another format. This organization would become a portal for the distance education offerings of System universities and be authorized to award certificates and degrees using the curricula of System institutions. The implementation study also should consider the following strategies:

- a. Appoint a study group to develop implementation processes and identify resources to establish a Virtual University (VU) as a nonprofit 501(c)(3) corporation. This organization would become a portal for the distance education offerings of System universities and be authorized to award certificates and degrees using the curricula of System institutions; and
- b. Establish a new extended programmatic entity by electronically combining the system's existing university centers and branch campuses and building strategic partnerships with community-based higher education councils.

Extending educational access

On behalf of the State System of Higher Education, the network's Extended Campus/Virtual University will be an effective and efficient resource to support lifelong learning throughout the Commonwealth. With a focus on customer service, the Extended Campus/Virtual University will initiate increasing and expanding access to higher education through:

- The delivery of online courses to all Pennsylvanians;
- The Dixon University Center in Harrisburg;
- Existing current activities at System universities;
- The network's existing and proposed regional educational initiatives; and
- Collaboration with the Commonwealth's Higher Education Councils.

Leveraging our current investment

The System universities, through a number of initiatives, have extended their campuses to include remote sites and online programs. We encourage the System universities to aggregate these diverse, developing programs through a single entity to allow the System to more effectively market them.

Providing the services for distance education through a single portal — rather than 14 distance education initiatives — also creates a more efficient and cost-effective model for the System. Through this single portal, institutions can coordinate and collaborate, instead of compete, to provide the same or similar programming.

This model also allows each institution to concentrate on the strongest program they can promote via distance education — helping us to achieve our goal of providing (1) a broader spectrum of high-quality programs and (2) a stronger marketing approach to meet the needs of a wider audience of nontraditional and place-bound learners.

“Through its Educational Resources Group, the State System of Higher Education can be a major player in the development of quality adult outreach educational programs. Combining the resources of the ERG and the Pennsylvania State Association of Township Supervisors would create an educational partnership of unparalleled proportions within the state that would almost certainly serve as a national model in meeting the educational and technical needs of the Commonwealth’s local government officials and employees.”

— R. Keith Hite
Executive Director
Pennsylvania State Association of
Township Supervisors

Strategies and Models

The network will use the following approaches to further the mission of the Extended Campus:

- Work with the Office of Information Technology to develop the portal for distance education;
- Contract for and fund the “digital infrastructure” to support distance learning;
- Provide the services to support distance education (e.g., 24/7 help desk);
- Provide training for developers and faculty;
- Provide support staff consisting of an instructional technologist and course builders;
- Identify funds for the development of new programs;
- Provide regional staff to market and coordinate programs;
- Coordinate existing programs and develop new collaborative programs;
- Contract with providers of content for resources and materials; and
- Coordinate with university admissions offices (for credit programs), continuing and distance education offices (for noncredit programs), and small business development centers.

The System universities that participate will:

- Receive funding to develop new programs;
- Provide support staff consisting of an instructional technologist and course builders;
- Provide curriculum for new and existing programs;
- Provide faculty to develop and teach in these programs;

- Provide administrative services where necessary; and
- Market the new programs to local constituencies and remote facilities.

During the next six months, staff will develop for the Extended Campus/Virtual University an investment strategy for the development of programs, a cost-sharing strategy to support the services, and a revenue model for the new and existing programs.

Focusing on our customers

The Virtual University will build a one-stop Web-enabled service to support the extended campus for learners seeking convenient, accessible and affordable higher education credit curricula, noncredit courses, professional development, and training anywhere, anytime. To be completely customer centered, the Virtual University will also need to train and assist learning providers to produce and deliver content.



The new university will be technology rich. Technology is redefining the notion of space and time for people pursuing higher education goals. By providing learning anywhere, at anytime, the Virtual University will empower students of any age or background to begin, continue or complete their college education without sacrificing work or family obligations.

A significant number of both rural and urban residents decline to pursue some form of post-secondary education. The Extended Campus/Virtual University can provide a cost-effective alternative for these underserved Pennsylvanians to begin a college education — by providing all 14 System universities with a comprehensive interface for accessing university resources.

In this virtual learning environment, students will have access to a complete course of study to earn a degree online, or to noncredit professional development and/or workforce development courses. Although courses will be created and delivered by each of the 14 universities, students will see and use a single, seamless interface that permits them to review course offerings; apply for admission; register, pay for and take courses; and receive credits and transcripts over Internet through the World Wide Web.

The Extended Campus/Virtual University initiative supports the following goals of the State System of Higher Education:

System Goal 2-5: It will develop and implement a relationship management strategy that enhances the System's stature and ability to better serve the needs of business and industry and the Commonwealth.

System Goal 2-6: It will increase system-wide program quality and competitiveness, and expand access to System resources throughout the Commonwealth (and beyond). Credit and non-credit programs will be available, through distance education, to a statewide clientele that includes those who are traditionally underserved or geographically isolated.

System Goal 3-5: It will increase enrollments for part-time adult students and incumbent workers.

Offices involved

Center for Distance Education
 Keystone Library Network
 University Center for the Capital Region
 Adult Learners Resource Center (proposed)
 Northern Tier Education Initiative
 Southern Tier Education Initiative
 Eastern Tier Education Initiative (proposed)
 Pennsylvania Academy for the Profession of
 Teaching and Learning

Specific Strategies, Action Steps and Expected Outcomes for each office are identified in the Performance and Outcomes Grid.



Serving business and communities effectively

Higher education's role in economic development — in addition to the preparation of undergraduate students — increasingly includes technical assistance, shared use of equipment and facilities, exchange of faculty and staff, and placement of student interns at job sites. Moreover, because economic development is contingent, to a large extent, on the availability of a diversified, well-skilled workforce, our role focuses on developing a skilled workforce through education, training and continuing professional development activities that prepare people to work more efficiently and effectively.

Community and Economic Development

The Community and Economic Development initiative addresses the following recommendations of *Imperatives Affirmed*, a report of the State System's Planning Commission:

E.1. Appoint a highly visible and broad-based council for economic development to advise the chancellor and System leadership in ways that the System can help meet the Commonwealth's economic and community revitalization needs and to provide continuous advice and information from Pennsylvania's business community about the workforce and development needs of the Commonwealth.

E.5. Prepare a comprehensive plan and process to address the growing needs of the Capital Region for higher education programs and services.

"WEDnetPA is a valuable program that creates the perfect win-win-win situation. It successfully aligns the needs of the company, the needs of the employee and the needs of the Commonwealth as they evolve together in the 21st century."

— Margaret DiCicco
 Training Analyst
 Centocor, Inc.
 Malvern, Pa.

Our network, the 15th institution of the State System of Higher Education, was created to serve both the community and economic development needs of the Commonwealth. A consortium of the 14 state-owned universities, we serve as a “single point of contact” for the workforce training needs of business and the education needs of communities. Our purposes are (1) to broaden the access of the Commonwealth’s workforce to both degree preparation and continuous learning opportunities to remain competitive and (2) to extend this access beyond our campuses to underserved communities so all Pennsylvanians can participate fully in the “New Economy.”

The network coordinates resources in order to place the Commonwealth’s higher education assets and strengths in the service of community and economic development. We are uniquely positioned to serve as a liaison between the State System and government agencies that are working to expand the economy in Pennsylvania. We have been very successful in aligning the resources of the universities to provide valuable services across the state.

Broadening educational opportunity through cooperation

We are guided by this 21st century vision of access. All of our programs share a commitment to easy access and increased responsiveness, all are project-oriented, and all focus on providing services by leveraging the resources of the State System as a whole. We have been particularly successful in the key strategic areas of community and economic development.

Many Pennsylvania communities are unable to compete in the new economy because they lack access to higher education programs and services. Although Pennsylvania is rich in the breadth and

variety of its colleges and universities, higher education programs and services are not always available where they are needed. We are working to bring the System’s resources to the communities where they are needed. Through the Northern Tier, Southern Tier and Eastern Tier Educational Initiatives, we have focused our educational outreach and have successfully established centers and programs in many underserved communities.

We have also taken a proactive role in the economic development of the Commonwealth through the establishment of the Workforce and Economic Development Network of Pennsylvania (WEDnetPA). WEDnetPA is a partnership of the 14 state-owned universities, the 14 public community colleges, the Pennsylvania College of Technology, and the North Central Industrial Technical Education Center. WEDnetPA manages a contract from the Department of Community and Economic Development that provides a coordinated range of Guaranteed Free Training services to meet the “business communities’ skills training and work readiness requirements.”

We have also established the Office of Corporate Alliance, which coordinates the workforce and economic development services of the 14 State System universities. The Office of Corporate Alliance establishes relations with Pennsylvania



corporations to assist with their education and training needs and provide the best service and resources possible. The Office of Corporate Alliance has been instrumental in developing relations with RAND Corporation, Marconi Communications and UNISYS, to name a few.

The Community and Economic Development initiative supports the following goals of the State System of Higher Education:

System Goal 2-5: It will develop and implement a relationship management strategy that enhances the System's stature and the ability of System universities to better serve the needs of business and industry in the Commonwealth.

Strategic Goal 3: It will expand access to new and existing clientele, with attention to the increasingly diverse and non-traditional student members.

System Goal 3-5: It will increase enrollments for part-time adult students and incumbent workers on-campus, at off-campus sites, and in distance education courses by 5 percent a year for three years.

Offices Involved

Office of Corporate Alliance
WEDnetPA (Workforce and Economic Development Network of Pennsylvania)
Northern Tier Educational Initiative
Southern Tier Educational Initiative
Eastern Tier Educational Initiative (proposed)

Specific Strategies, Action Steps and Expected Outcomes for each office are identified in the Performance and Outcomes Grid.

K-16 Education

The K-16 Education initiative addresses the following recommendations of *Imperatives Affirmed*, a report of the State System's Planning Commission:

C.1. Create collaborative programs that encompass K-16 wherein System universities work with elementary and secondary schools and community colleges to align academic standards for student achievement and teacher preparation programs; provide mentoring, induction, and professional development programs for classroom teachers and school leaders; and support increased involvement and assistance of university and college faculty in public school settings.

C.5 Develop a teacher assessment and quality assurance program for all System-certified teacher education graduates. The program will assure employers that teachers produced by the State System will have a strong knowledge base and exceptional teaching skills. Fourteen regional centers of teaching excellence will be established, one at each of the System universities. The centers will be used to deliver the Assessment and Quality Assurance Program. Centers for large urban areas will be composed of consortia of System universities.

Training more effective teachers

A critical element in helping to assure high-quality learning outcomes is effective teacher preparation and continuing professional development programs for those engaged in the educational process. The network's purpose is to support this process.

"The K-16 movement is not a reform; it is a strategy to achieve reform, because the school is both the university's supplier and its market. Because basic education and higher education are innately and intricately intertwined, one element cannot be changed without changing the way business is done in the other."

The Pennsylvania Academy for the Profession of Teaching and Learning shall seek to enhance learning outcomes and effective teaching in the Commonwealth through various professional and organizational development programs and activities. It shall also work to strengthen collaboration and understanding among key stakeholder groups about the learning needs of students, support for the learning process, transition from school to career, and the expectation that the future workforce will be equipped with the necessary skills and abilities fostered by a high-quality education.

Focusing on student achievement

The Pennsylvania Academy for the Profession of Teaching, which has been part of the Pennsylvania State System of Higher Education since 1987, has historically been funded both by line item appropriations and by grants from the State System's 14 universities. The Academy was designed as a System-wide, multipurpose center to facilitate improvements in the undergraduate education of teachers and to provide models of school organization that fully utilize the professional knowledge and skills of teachers.

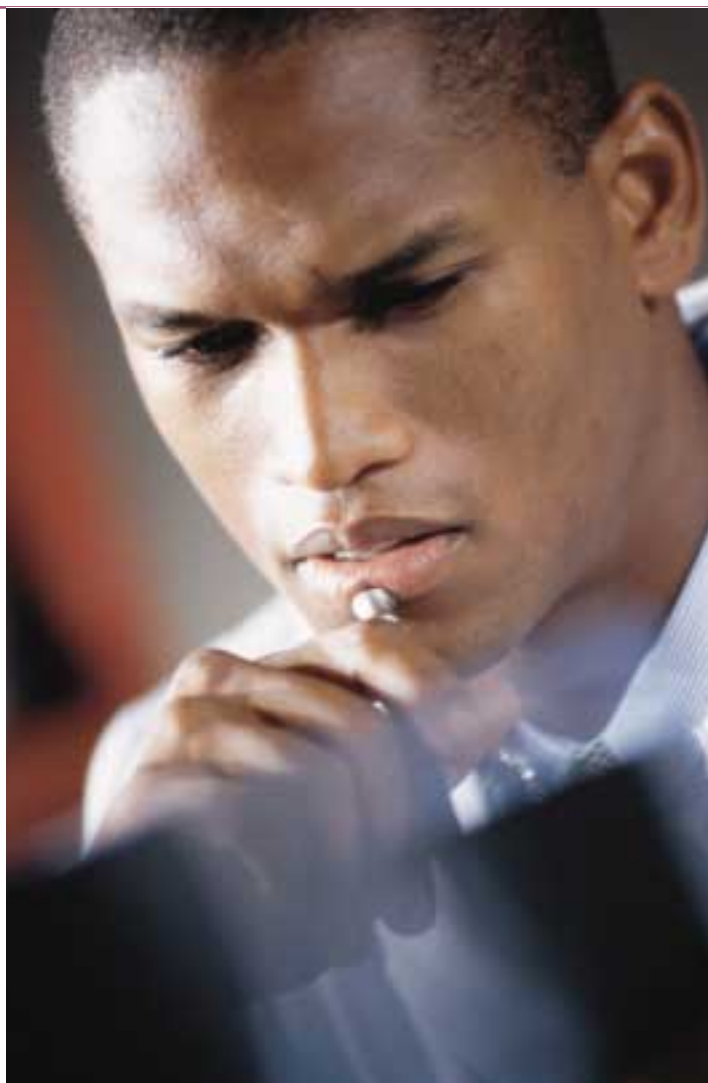
Collaboration, within each university as well as among the universities, has been the key to the Academy's success. Its partnership between basic



and higher education has collaboratively undertaken projects that respond to demonstrated needs and public priorities. Working cooperatively, the Academy has utilized four basic strategies to accomplish its goals: (1) demonstration projects; (2) research and development activities; (3) outreach and technical services; and (4) special services.

However, the nature of school/university partnerships is changing. Although the network has had many "minor collaborative programs," they have not added up to changes in student achievement; so the focus nationally has shifted to the K-16 system approach. The K-16 movement is not a reform; it is a strategy to achieve reform, because the school is both the university's supplier and its market. Because basic education and higher education are innately and intricately intertwined, one element cannot be changed without changing the way business is done in the other.

As Pennsylvania's K-16 councils work toward the shared goals of aligning standards for high school graduation and college admission, and rethink the pre-service and in-service professional development of teachers, the Academy is



positioned to lead and support this movement. The Academy's efforts have been refocused to (1) help extend the standards-based reform now occurring in basic education into higher education; (2) align university admission and high school graduation requirements; and (3) revise pre-service preparation and in-service professional development programs to reflect new content standards and create a "seamless education system."

The K-16 Education initiative supports the following goal of the State System of Higher Education:

System Goal 2-2: It will increase program quality and student performance in all teacher preparation programs.

Offices Involved

Pennsylvania Academy for the Profession of Learning and Teaching
Extended Campus/Virtual University
Office of Policy, Planning and Quality Assurance

Specific Strategies, Action Steps and Expected Outcomes for each office are identified in the Performance and Outcomes Grid.

Policy and Research

Over the next several years, The Harrisburg Internship Program and the Institute for Internships, Applied Research and Commonwealth Relations will draw on the academic departments of all participating system universities to conduct ongoing policy research and collect and disseminate information; design and evaluate model projects that demonstrate collaborative services; and promote interprofessional leadership development. The Institute for Internships, Applied Research and Commonwealth Relations' ongoing activities will include:

- Ongoing research, program assessment, policy analysis, and evaluation conducted by interdisciplinary teams of faculty, graduate students, and the Academy for Leadership and Change;
- Data collection and analyses conducted by the policy staff and fellows;
- Informational dissemination (publications, conferences, and establishment and maintenance of electronic network) organized and conducted by staff and fellows;

- Education (noncredit seminars and certificate programs, as well as programs leading to master's and doctoral degrees, and certificates of advance graduate study); and
- Placement of undergraduate interns, graduate assistants and fellows in policy settings.

The network is organizationally positioned to transcend disciplinary boundaries and allow for collaborative work among scholars in unrelated and complementary fields. The Institute for Policy Research and Analysis and the Harrisburg Internship Program are ideally suited to collaborate with the System's universities and other institutions of higher learning to promote a better understanding of issues among the state's academic, governmental, business school and agency communities.

Our research initiative will include scholarship; public service; opportunities for System faculty and students in significant research and demonstration projects, together with specialists from the business, government and agency communities, as well as with faculty from other schools, colleges and universities; and support for interdisciplinary study of social issues as these relate to Pennsylvania public policy. Specifically, our research initiative will:

- Increase learning opportunities in practical settings for System students in the area of public policy, government and leadership. This objective will be achieved through an expansion of existing internship programs in Harrisburg and Washington, D.C., and through new programs with local governments in Pennsylvania's cities, boroughs and townships.

- Make the combined resources for the System's institutions a more effective service of state and local government and related policy makers, by drawing upon the expertise of faculty, departments and campus centers in conducting our research activities;
- Provide State System faculty increased opportunities for research, teaching and service in areas of public policy related to their disciplines, by drawing upon their expertise in conducting the research activities;
- Increase the System's institutional understanding of pressing public policy issues at the state and local level by providing opportunities for System faculty, students and the administrators to work directly with government officials in designing potential solutions to public policy problems; and
- Coordinate the current disparate efforts of campuses, local institutions, and individual faculty and students working in areas of public policy research, teaching and service, so that those resources are used as effectively and efficiently as possible.

The Policy and Research initiative supports the following goals of the State System of Higher Education:

Strategic Goal 2: It will strengthen the match between the State System's educational programs, the needs of the students, and the state.

Strategic Goal 2-5: It will develop and implement a relationship management strategy that enhances the System's stature and the ability of System universities to better serve the needs of business and industry in the Commonwealth.

Offices Involved

Center for Policy Studies and Leadership
Institute for Internships, Applied Research
and Commonwealth Relations
The Harrisburg Internship Program
Public Policy Internships

Specific Strategies, Action Steps and Expected Outcomes for each office are identified in the Performance and Outcomes Grid.

"The Educational Resources Group is moving forward in providing educational opportunity to communities statewide — especially by expanding e-government services and upgrading the quality of government-related educational materials offered to public schools and universities."

— John A. Garner, Jr.
Executive Director
Pennsylvania League of Cities
and Municipalities



Revenue Enhancement and Resource Allocation Plans

■ Budget Projections

Revenues are estimated to grow by 87.5 percent through fiscal year 2004–05. The majority of this growth will be attributed to increasing contracts with state agencies. The WEDnetPA program is projected to grow to \$25 million annually. Discussions are ongoing with the Department of Environmental Protection for an environmental training contract. Effective, July 1, 2001, we will enter into an agreement with Department of Public Welfare's Office of Children, Youth and Families to conduct training, research and distance learning. This contract is estimated to grow to \$3 million annually. Discussions are currently underway with the Department of Transportation, the Department of Education, and the Department of Conservation and Natural Resources.

Given our mission to promote community and economic development, the financial plan identifies the Office of Corporate Alliance and WEDnetPA as significant revenue generators. Estimates project the Office of Corporate Alliance to increase contracts by 69 percent. Over the five-year period from 2000–01 to 2004–05, over 34.2 percent of total revenues (\$62.5 million) will be passed to the universities from all sources.

Although the Virtual University will be up and running by 2004, budget projections do not account for revenues that will be generated by the online learning network. Issues regarding how best to aggregate the universities' current distance learning initiatives, course development and faculty issues must be resolved prior to launching the Virtual University.

Budget projections include the hiring of additional personnel when needed. Additional staff include directors of policy, planning and research,

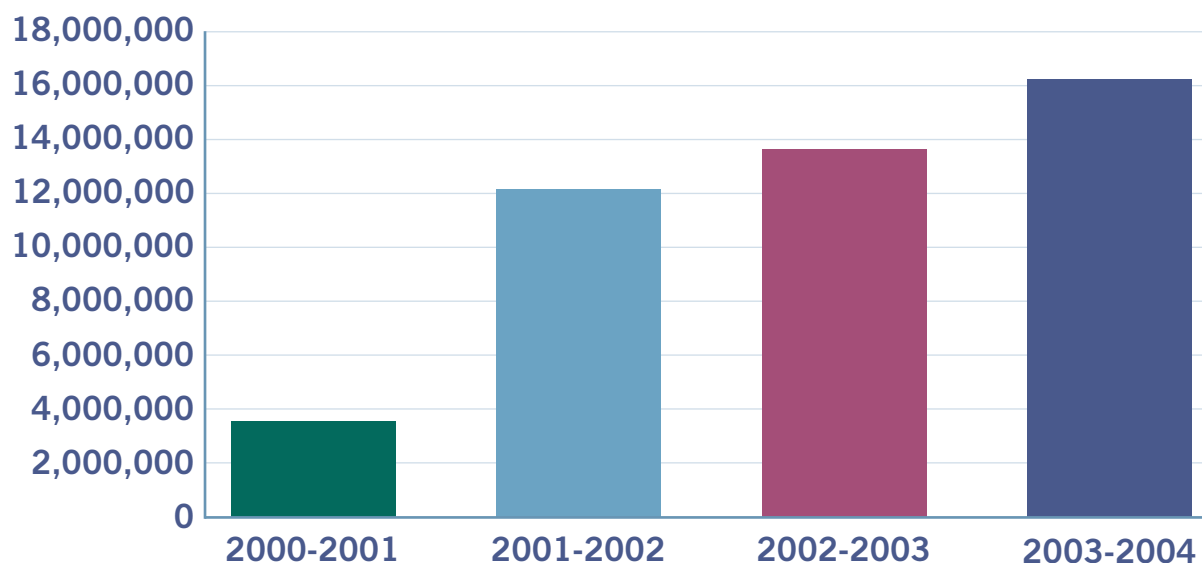
marketing and communication, and grants and contracts. The financial plan includes an academic officer for the Virtual University as well as coordinators to promote the extended campus in eastern Pennsylvania and the southern tier.

Labor cost to revenue is 7.6 percent in the base year. This cost remains fairly constant throughout the financial plan. By 2004–05, labor cost is slightly higher at 8.3 percent. The plan also includes costs for performance-based merit increases — calculated at 5 percent per year.

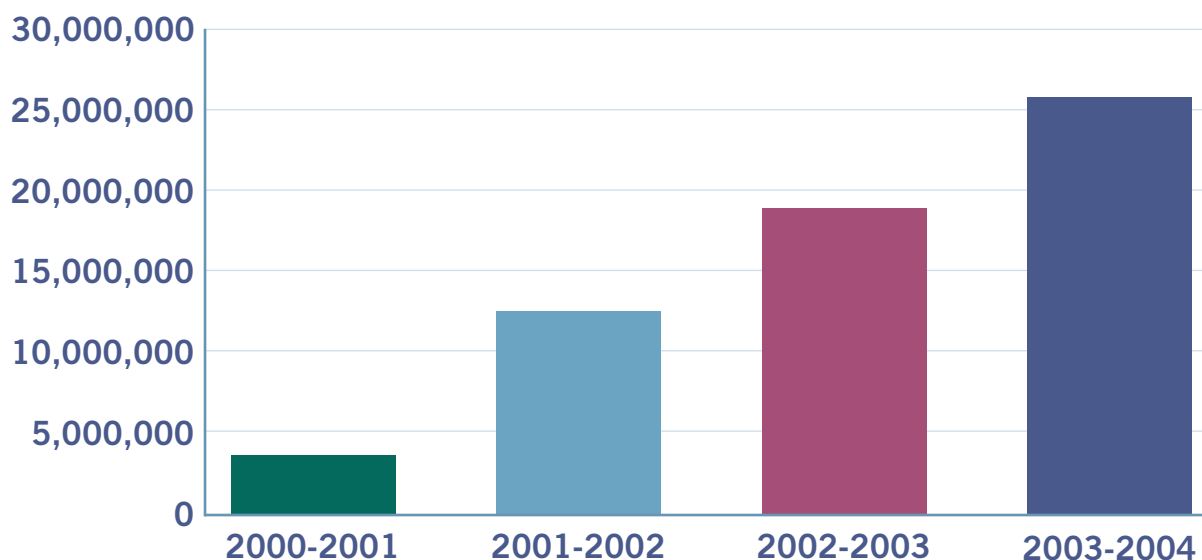
Budget Notes

1. The return on an investment in the network is not always reflected in the network's budget. For example, current-year income from contracts with Marconi, the Western Pennsylvania Hospital Association, Lord Manufacturing and Anthony Crane — which were facilitated by the University Center for Southwest Pennsylvania — are reflected in balance sheets at California, Slippery Rock, Edinboro, and Indiana Universities of Pennsylvania.
2. The network operates on the principle of full cost recovery — direct and indirect — in all grants and contracts it receives, and in all it awards.
3. The category "Other Revenue Sources" refers to all funds other than the allocation from the System's appropriation. This category includes student and affiliation fees, administrative shares from the Office of the Chancellor and Consolidated University Operations, and special-purpose appropriations, as well as grants and contracts.
4. The category "Personnel Compensation" includes all employees regardless of funding source; the funding sources that support positions are detailed in Appendix A. Staff services purchased from System universities are not reflected in "Personnel Compensation."
5. As a largely virtual entity, the network is not highly dependent on facilities — the only exception being the flagship site at the Dixon University Center. A stated administrative services goal is to complete a three-year site plan for the campus.

Network-Generated Funds to the Universities • Moderate Growth*



Network-Generated Funds to the Universities • Aggressive Growth*



* Funds derived from matching grants, WEDnetPA grants and fees, the Office of Corporate Alliance revenues, the University Center for the Capital Region, Pennsylvania Academy grants, and the Policy/Research Center.

Budget and Strategic Plan • Moderate Growth Assumption • Total Network

	2000/01 Budget	2001/02 Budget	Increase Amount	Increase Percent	2002/03 Request	Increase Amount
Revenue Growth:						
State Appropriations	1,246,000	1,145,000	(101,001)	-8.1%	1,460,741	315,741
Tuition Revenue	58,000	58,000	—	0.0%	60,610	2,610
Carryover from Previous Year	—	—	—	—	642,084	642,084
State Grants	—	250,000	250,000	—	250,000	—
Other Revenue Sources	20,607,110	37,230,675	16,623,565	80.7%	37,491,566	260,891
Total ERG Revenue	21,911,110	38,683,675	16,772,565	76.5%	39,905,001	1,221,326
Expenditure Growth:						
Personnel Compensation						
Total Salaries & Wages	1,240,363	1,652,725	412,362	33.2%	1,977,735	325,010
Total Benefits	425,800	567,330	141,530	33.2%	693,423	126,093
Total Personnel Cost	1,666,163	2,220,055	553,892	33.2%	2,671,158	451,103
<i>Percent of Revenue</i>	7.6%	5.7%			6.7%	
Nonpersonnel Expenditures						
Operating Supplies & Services	20,131,939	35,715,036	15,583,097	77.4%	36,784,202	1,069,166
Capital	113,008	106,500	(6,508)	-5.8%	134,000	27,500
Total Nonpersonnel	20,244,947	35,821,536	15,576,589	76.9%	36,918,202	1,096,666
Total Expenditures	21,911,110	38,041,591	16,130,481	73.6%	39,589,360	1,547,769
Surplus/Shortfall	—	642,084			315,641	

Budget and Strategic Plan • Aggressive Growth Assumption • Total Network

	2000/01 Budget	2001/02 Budget	Increase Amount	Increase Percent	2002/03 Request	Increase Amount
Revenue Growth:						
State Appropriations	1,246,000	1,145,000	(101,001)	-8.1%	1,460,741	315,741
Tuition Revenue	58,000	58,000	—	0.0%	60,610	2,610
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Surplus/Shortfall	—	642,084			315,641	

Assumptions:

1. Salary and benefits, payments for on loan university staff, and agency employees all increased by 5% each year per the draft budget parameters per Finance & Administration.
2. Nonpersonnel expenditures increased by 2.8% for '02-'03 and by 2.6% for the remaining years per the draft budget parameters per Finance & Administration.
3. Includes a \$250,000 grant from the State for the Center for Distance Education.
4. WEDnetPA estimated at \$25 million per year.
5. DEP, DCNR and PDE Projects estimated at \$5 million per year.
6. DPW Project estimated at \$1 million for '01-'02, \$2 million for '02-'03, and \$3 million for the remaining years.
7. After initial funding runs out, the Office of Corporate Alliance will be self sustaining.

Increase Percent	2003/04 Estimate	Increase Amount	Increase Percent	2004/05 Estimate	Increase Amount	Increase Percent
27.6%	1,572,315	111,575	7.6%	1,632,376	60,060	3.8%
4.5%	63,337	2,727	4.5%	66,188	2,850	4.5%
0.0%	315,642	(326,442)	-50.8%	179,972	(135,670)	-43.0%
0.0%	250,000	—	0.0%	250,000	—	0.0%
0.7%	38,834,524	1,342,958	3.6%	38,953,786	119,262	0.3%
3.2%	41,035,819	1,130,819	2.8%	41,082,321	46,502	0.1%

19.7%	2,131,621	153,887	7.8%	2,238,203	106,581	5.0%
22.2%	747,894	54,471	7.9%	785,289	37,395	5.0%
20.3%	2,879,516	208,358	7.8%	3,023,492	143,976	5.0%
	7.0%			7.4%		

3.0%	37,875,332	1,091,130	3.0%	37,968,206	92,873	0.2%
25.8%	101,000	(33,000)	-24.6%	84,000	(17,000)	-16.8%
3.1%	37,976,332	1,058,130	2.9%	38,052,206	75,873	0.2%
4.1%	40,855,848	1,266,488	3.2%	41,075,697	219,849	0.5%

179,971

6,624

Increase Percent	2003/04 Estimate	Increase Amount	Increase Percent	2004/05 Estimate	Increase Amount	Increase Percent
27.6%	1,572,315	111,575	7.6%	1,632,376	60,060	3.8%
4.5%	63,337	2,727	4.5%	66,188	2,850	4.5%
0.0%	315,642	(326,442)	-50.8%	179,972	(135,670)	-43.0%
0.0%	250,000	—	0.0%	250,000	—	0.0%
16.8%	53,834,524	10,342,958	23.8%	53,953,786	119,262	0.2%
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179,971

6,624

Action Plan

■ Administrative Services

Facilitating our operations.

The Administrative Services Division is dedicated to providing a full range of services that enable us to perform our day-to-day and long-term functions in the smoothest possible manner.

Rapid growth and diversity of operations call for an in-house accounting department. The ability to react quickly to new situations is vital to our success. Beyond the standard accounting functions of general ledger and budget preparation, we will need this function to provide in-depth analysis of operations: the revenue-generating capabilities of business endeavors, monitoring performance to the budget, and the tracking of payables and receivables.

The Chief Information Officer/Keystone Library Network Coordinator will provide support for all hardware, software, telephony, and audio-visual services at the Dixon University Center campus — including the Office of the Chancellor and the Consolidated University Operations (CUO). These services ensure that all employees located off the Dixon University Center site have the proper computer and communication tools necessary to perform their jobs. This unit will set the standards to be used for the purchasing of hardware, software and reproduction equipment. Cost center management is responsible for the budgeting and final approval of the purchase of these items.

Presently, the network receives its accounting support from the Chancellor's Finance and Administration Office. A transition plan is currently being developed to transfer the following functions to the network: (1) preparing annual operating and capital budgets; (2) producing financial statements,



including quarterly budget reports and reports required by the Office of the Chancellor; (3) performing accounts receivable and accounts payable functions; and (4) establishing banking relations according to System regulations, including preparing bank reconciliations and overseeing the use of travel and purchasing cards.

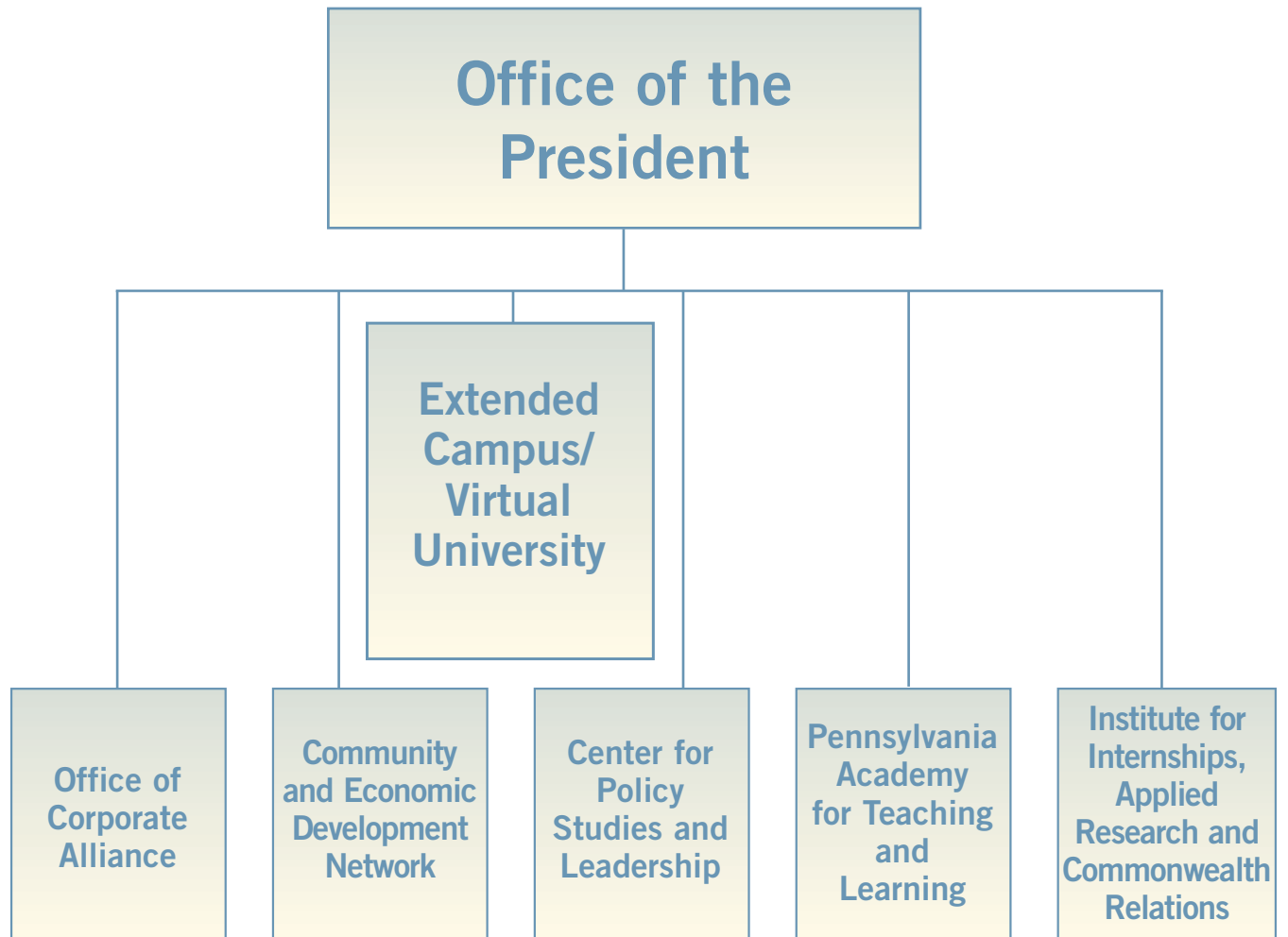
The Procurement Unit issues bids, award bids, and writes the contracts. It will also aid in the preparation of Request for Proposals, Service Purchase Contracts and Purchase Orders and provide review to ensure they conform to all regulations and policies. This service will be provided for the entire network, the Office of the Chancellor and the CUOs.

The Grants and Contracts Unit will apply for and write grants and prepare contracts for the network. Finally, as the Shared Administrative Process (SAP) is developed, the network will be prepared to participate fully.

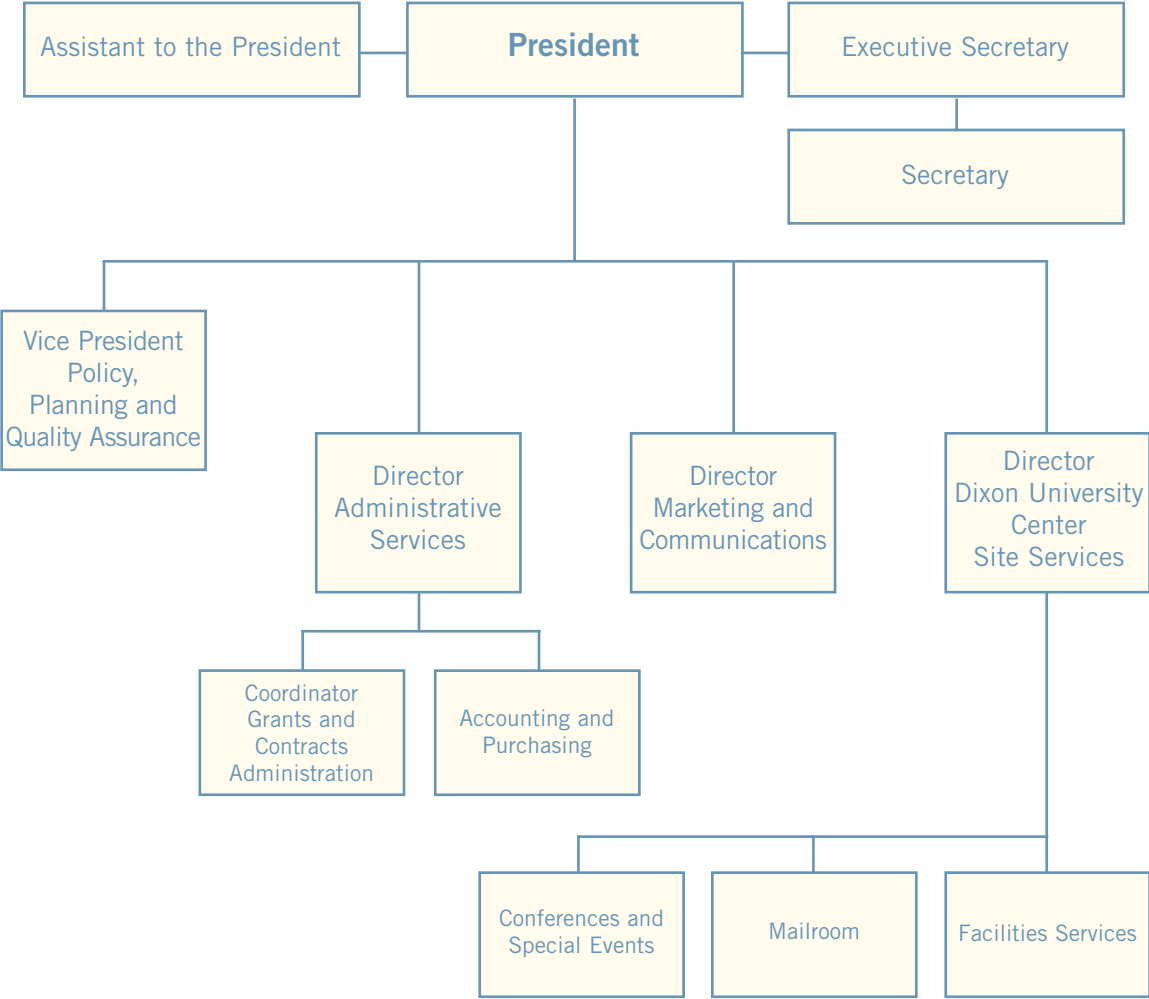
Administrative Services

Goal	Strategy and Action Steps	Person/Area Responsible	Expected Outcomes, including Qualitative and Quantitative Indicators of Success
Prepare an administration manual.	List all procedures for processing documents and obtaining signatures.	Tobias/Staff	Speed processing and eliminate confusion. Set up a scorecard for tracking incorrectly prepared documents.
Survey administration requirements.	Develop a survey asking for what services are needed and any problems with the current system.	Tobias	Identify ERG needs and use to develop administration manual.
Use accounting reports to track budget performance.	Develop a series of accounting reports to track performance to budget.	Tobias/Accounting	Have a report that, when issued, will require cost center managers to provide feedback as to major variances within a given time frame.
Cross-train staff.	Prepare a timetable of training.	Tobias/Staff	Insure coverage during periods of absence.
Develop an invoicing system.	Create an official invoice to be used by all programs. Set up an accounts receivable (A/R), journal to track issuing and payment of invoices.	Tobias/Accounting	Provide timely issuing and receipt of payments of invoices. Establish targets for past dues.
Prepare a report listing all annual contracts and due dates.	Identify which contracts are renewed annually.	Tobias/Procurement	Review and act upon all contracts in a timely manner with no interruption of service.
Complete a feasibility study on expanding the conference and events department.	Review internal reports outlining profits/employee time and facility costs. Request a marketing report on need of service. Evaluate current catering contract.	Isbell, Keister, Procurement, Outside Vendors.	Evaluate need of service. Evaluate present costs and cost effectiveness of program.
Develop a three-year facilities plan.	Evaluate present condition of buildings. Request three proposals from outside vendors to repair/replace building deficiencies. Develop site satisfaction survey. Meet with director to project facilities' needs for three-year period.	Keister, Tobias	Present three-year site plan outlining, by year, projects, projected costs and budget needs. Re-carpet Administration by June 30, 2002. Re-carpet McCormick House by June 30, 2002. Repaint Hughes Hall by June 30, 2003. Replace blinds/drapes in Administration by June 30, 2003. Repaint Richards Hall by June 30, 2003. Repaint South Hall by June 30, 2003.
Develop plan to outline vehicle replacement/repair.	Review vehicle maintenance and age.	Keister, Pace, Tobias	Replace blue van. Replace mail van.
Evaluate custodial services.	Research having in-house custodial staff. Evaluate present costs versus proposed costs of in-house staff. Assess quality of product.	Keister, Tobias	Present report, outlining research including recommendation.

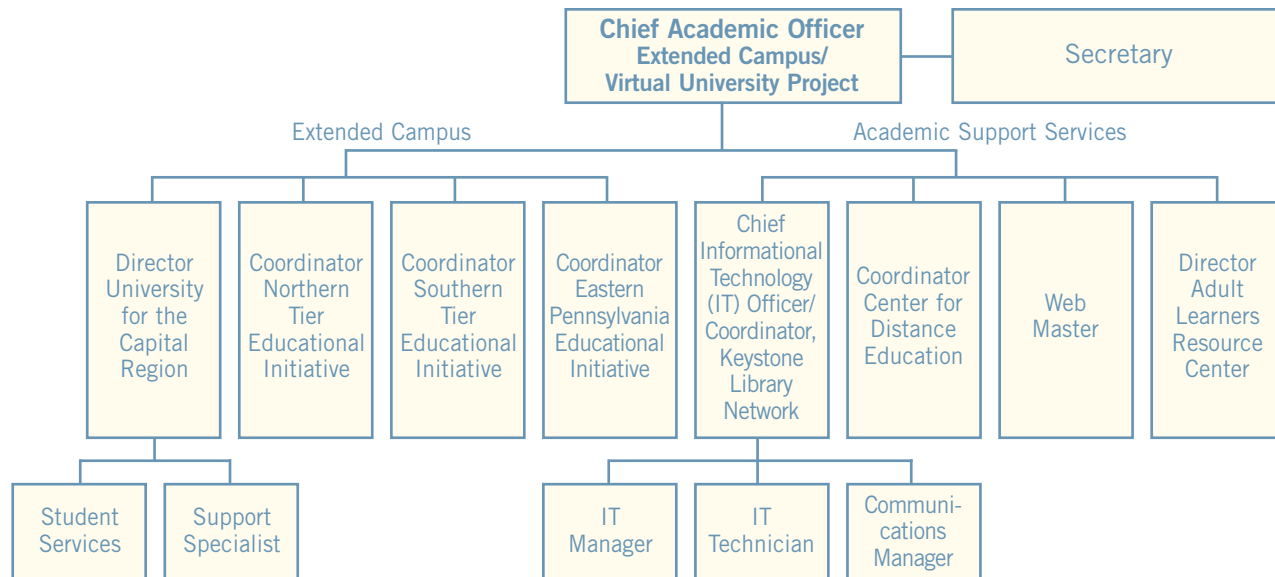
■ Organization and Staffing



Office of the President



Extended Campus/Virtual University

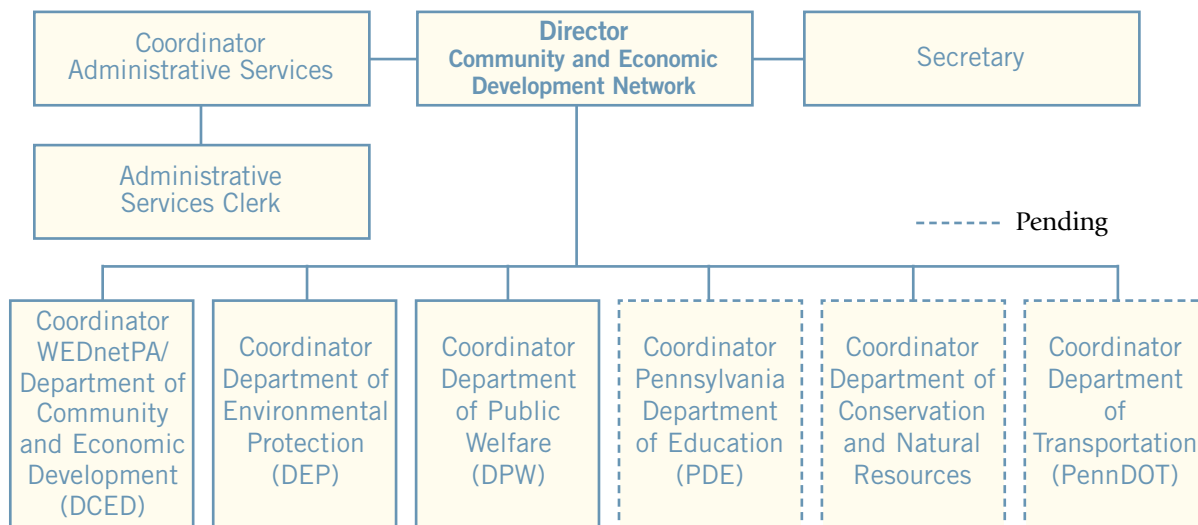


Office of Corporate Alliance

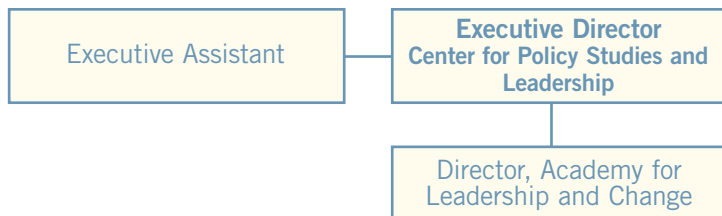


Please Note: This unit is an administrative consolidation of the Office of Corporate Alliance, the University Center for Southwest Pennsylvania, and the Workforce Resource Network. The new unit has offices in the Regional Enterprise Tower in Pittsburgh and at the Dixon University Center in Harrisburg.

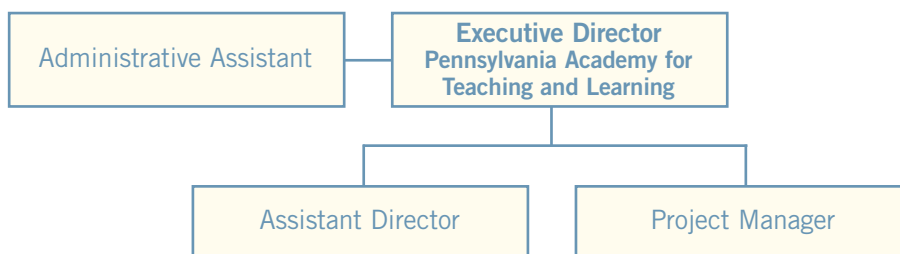
Community and Economic Development Network



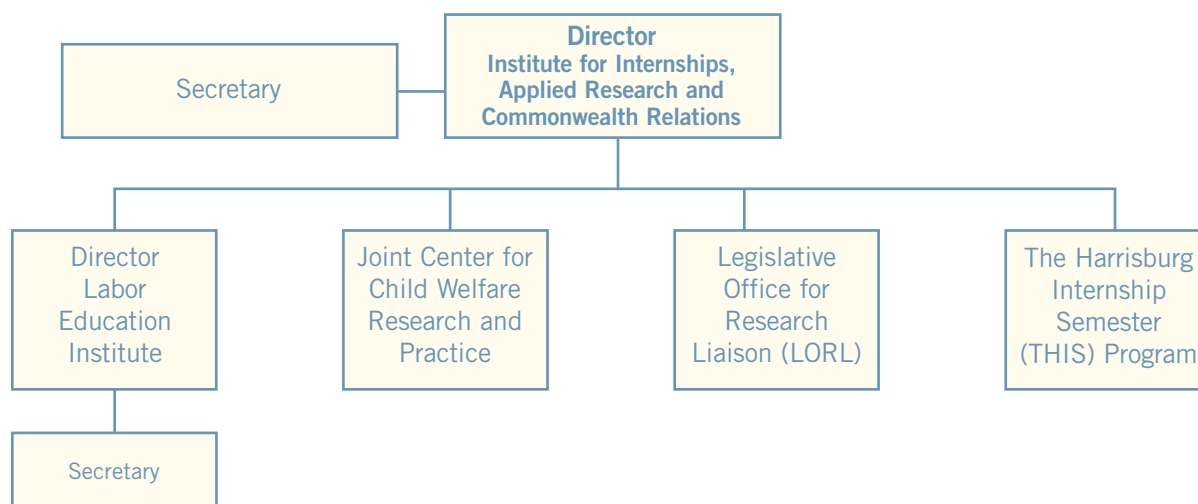
Center for Policy Studies and Leadership



Pennsylvania Academy for Teaching and Learning



Institute for Internships, Applied Research and Commonwealth Relations



Strategic Branding and Marketing Communications Plan

Optimizing our image to reach more Pennsylvanians.

We are the part of the State System of Higher Education that provides a framework for the System to respond in a proactive way to educational needs that are not being met by a single university. The group accomplishes this objective by enabling the universities to work with each other, as well as with outside groups and organizations.

Combined with the assets of the 14 universities, we enable the State System to be the foremost provider of higher education in the state — and to meet the goals mandated for Pennsylvania's public higher education system to accomplish for the Commonwealth and its citizenry.

Our network currently includes the following programs:

Dixon University Center Campus
University Center for the Capital Region
Northern Tier Educational Initiative
Labor Education Institute
Office of Corporate Alliance
Center for Distance Education
Keystone Library Network
Center for Policy Studies and Leadership
The Harrisburg Internship Semester (THIS)
WEDnetPA (Workforce and Economic
Development Network of Pennsylvania)
Pennsylvania Academy for the Profession of
Teaching and Learning

Our goals include being:

- Customer-focused;
- Action-oriented;
- A good return on investment;
- First choice for any education or training;
- Proactive;
- Quick to respond to market forces and needs;
- Responsive in a way that is seamless to the end user of each service;
- Results-oriented;
- Expansive for learning opportunities;
- Foremost proponents of lifelong learning in Pennsylvania; and
- A virtual university.

Our mission since our inception has been:

To facilitate collaboration among the universities — and between the universities and external groups — in order to broaden opportunity for higher education's new and underserved constituencies.

The network's tagline has been:

*Broadening educational opportunity
through cooperation*



Why rebrand the network?

Our programs target new and developing markets for the State System with traditional and nontraditional educational products. Product offerings include education and training; and credit and noncredit, graduate and undergraduate, degree and non-degree courses and programs. Markets include:

- Business and industry
- Workforce and economic development organizations
- Education councils
- Labor unions
- Adult learners
- Government
- Teachers



We are a new provider reaching out to new audiences with new products. These audiences have different needs and expectations than previous State System audiences that included primarily decision makers, business leaders,

legislators involved in the budgeting process, and potential students and their families.

Marketing strategy and implementation must be totally different and tailored to the new marketplaces with new competitors. We have developed a different and somewhat autonomous branding and marketing strategy, focusing on our individual program brands and identities, with our branding taking a subtle, but unifying role.

Three years ago, we were in a start-up mode and growing quickly — responding to needs and putting most of our efforts into developing products and serving customers. We had limited resources and marketing budgets, and as a result, our efforts to market the individual program brands confused both internal and external audiences with a plethora of seemingly unrelated programs and services — further confused by their relationship with our network and the State System of Higher Education.

Adding to this confusion, it was often unclear whether many of the programs and services were in our network or the Chancellor's Office. Despite these limitations, some of the individual programs — WEDnetPA, the Labor Education Institute, and the University Center for the Capital Region, for example — did gain name and identity recognition and, to a certain extent, brand loyalty among key constituencies.

After more than three years of experience in the marketplace, we evaluated our effectiveness through a strategic planning process that included both internal and external constituencies. While acknowledging our many successes, there are a number of areas, particularly in the areas of branding and marketing communications, that could be improved upon to increase our future successes.



Reaching valuable conclusions

The marketplace is confused by the large array of programs and services, and their connection and relationship to the State System of Higher Education. The name, Educational Resources Group, does not convey, as clearly as it should, its identity to its target audiences. Therefore, we conclude:

- It does not communicate its virtual and technology-oriented nature.
- It does not show any relationship to the State System.
- It does not convey action or responsiveness.
- It is not easily coupled with program and service names for branding.
- It cannot easily be transitioned to a university name in the future.
- Its vision statement and related tagline do not communicate, as effectively as they could to its target audiences, the essence of the entity, the benefits to its customers or its differentiating assets.
- Its marketing effort has not been extensive enough to effectively communicate either the brand or the program information to many key constituencies, internally or externally.
- As a result, our brand is not as well known as it could be and not always a top-of-mind choice for the potential consumer of its programs and services.

Establishing targeted objectives

- A. **Rebrand our network to clearly communicate its identity and best strategically position the organization and the State System of Higher Education in the marketplace.** Over a decade ago, top organizational theorists were prophesizing that as the world became more complicated and “over-messaged,” companies’ brands would become lost in the marketplace, thus down-playing their importance. In fact, exactly the opposite has occurred. In today’s world, often a company’s name and branding is the only message the customer sees or hears. Brand and identity have become among the most precious of organizational assets and must be developed and protected as such.
- B. **Restate our mission to more clearly reflect our identity and to best strategically position the organization and the State System of Higher Education in the marketplace.**
- C. **Communicate to our target audiences that we exist and that we are the part of the State System of Higher Education that responds in a proactive way to educational needs.**
- D. **Market the group and its programs as a one-stop shop for educational needs.** The time is right to develop a unifying identity to bring to the consumer a seamless, integrated, single response to educational needs. It is important to market the sum of our programs, because in many cases customers might need or be able to utilize the assets of several of the programs. A coalescing brand would help cross-market the programs and build on the business and recognition which has already been established.

- E. **Substantially increase our marketing efforts to key constituencies. We are to be included on a par with the 14 universities on all State System publications and advertising.**
- F. **Continuously assess the needs of our customers.** An effective and integrated marketing strategy begins with a basic understanding of our customers' needs. We should take responsibility for assessing statewide needs on a broad scale and adjusting programs and services as necessary or creating new services to address those needs. Each program should take responsibility for making sure that it is continuously in touch with the needs of its own constituencies and that its program or other programs within the State System are available to meet those needs.

Developing effective strategies

- A. **Conclude conceptual refinements and necessary conversations.**
- B. **Change the name of the Educational Resources Group to the Dixon University Network and communicate the change: Dixon University Network of the State System of Higher Education**
 - The name lessens confusion by taking the name currently associated with the system's headquarters, the Dixon Center. It will broaden that identification to a statewide focus rather than the Harrisburg focus it currently has.
 - "Network" better conveys the concept of a state-of-the-art educational response mechanism as well as the virtual and high-tech nature of the component.

- It provides the basis for a smooth transition to evolve into Dixon University at a future time when the entity may need to truly become a 15th university with degree-granting status as a virtual university.
- The name easily provides an overall branding which can be attached to current programs and services.

- C. **Take steps to insure that the "State System" is prominently featured in the new branding strategy.**
- D. **Add the overall branding of the Dixon University Network to program elements and communicate that branding to key constituencies.**

Dixon University Network
Northern Tier Educational Initiative

Dixon University Network
Southern Tier Educational Initiative

Dixon University Network
Labor Education Institute

Dixon University Network
Office of Corporate Alliance

Dixon University Network
Center for Policy Studies and Leadership

Dixon University Network
Extended Campus/Virtual University

Dixon University Network
Academy for the Profession of
Teaching and Learning

WEDnetPA, a program of the Dixon
University Network

Dixon University Network
University Center for the Capital Region

- E. Develop and introduce a new logo for the Dixon University Network that can be used with the individual program logos and stand alone to brand the whole system consistently.
- F. Write vision and mission statements that effectively communicate the current vision of our network, but utilize the recommended new name, and include them in all marketing materials.
- G. Develop and communicate a tagline to be utilized with the logo and name to add additional strategic positioning and to strengthen the branding developed by the new name and logo.
- H. Conduct needs assessments — informally in the first year due to the recommended rebranding and the leadership transition — and develop a methodology for responding to feedback. Future assessments should include formal qualitative or quantitative market research conducted with focus groups and written, telephone or online surveys.



Implementing a strategic plan

Target markets for the network and its programs are reached using different strategies and vehicles than those used to reach traditional full-time undergraduate and graduate higher education student audiences. *For each program, and the group as a whole, the objectives will be set and the marketing strategy and budget will be developed based on those objectives.*

- A. **Develop a consistently branded, integrated, easy-to-use Web site and e-marketing strategy for the entire group, including all programs and their sites, linked to other system components.**

The goals of the site should include making information as easy to find and use as possible, making visitors aware of the capabilities of the entire group, and connecting them to the network so that their needs are met. In today's high-tech world, the Internet is an extremely important component of any marketing strategy. Key objectives for the year include: (1) a fully integrated, user-friendly Web site and (2) a strategic e-marketing plan — which could include electronic newsletters, customer comments and evaluations, key search word purchases for advertising, strategic linking, list serves, e-education, and e-commerce.

- B. **Develop an informal needs assessment for the network and each program as part of their individual marketing plans.** All members of the group should take every opportunity to get feedback on the educational needs of their constituents. These opportunities include all individual organizational contacts as well as all meetings and conferences attended.



- C. **Develop effective targeted and branded sales support, training materials, collateral pieces (brochures and flyers), displays and trade show support, and PowerPoint/interactive presentations.** Many of the programs and services offered through the network are best marketed using a direct sales approach with appropriate sales collateral. WEDnetPA and conference facilities are two good examples. In these cases, representatives of the programs or the universities market the product by going directly to potential customers and making presentations one on one; in small groups; or to trade-specific audiences in meetings, conferences or trade shows. Sales collateral such as flyers and brochures — developed to generate interest, provide information and be left behind — are important. Professional presentations, using PowerPoint and Director, and displays are used to generate interest and provide information.
- D. **Develop and utilize direct mail to announce the Web site, new name and branding.** When program audiences can be targeted specifically, direct mail can be used to generate leads or a response. The key ingredients are the quality of the list, the offer and the effectiveness of the message.

- E. **Develop a targeted media plan for advertising** in business journals, technology publications, newsletters, and program books to reach specific constituencies looking for information.
- F. **Evaluate the need for consumer advertising — radio, newspaper, television and outdoor —** for reaching directly to the consumer of the educational product to promote its benefits. Some initial examples of programs and services which might be effective include adult education and training for such products as degree completion, graduate degrees, certification, training, and continuing education credits.
- G. **Utilize strategic public relations to reinforce branding and market programs and services.** This approach includes ongoing news and media relations such as WEDnetPA check presentations and press conferences, special events, and both paper and electronic newsletters.



Staff Detail Complement

Complement: Educational Resources Group/State System of Higher Education

Title	Unit	Revenue Source	Incumbent
President	President's Office	Appropriation	Kim Coon
Executive Secretary			Mary Fissel Swartz
Secretary			Vacant
Assistant to the President			Vacant
Director, Policy, Planning and Assessment			Planned position
Director, Administrative Services			James Tobias
Coordinator, Grants/Contracts			Vacant
Director, Marketing/Communications			Planned position
Director, Site Services		Overhead shares	Ralph Keister
Director, Conferences/Special Events			Lorelee Isbell
Mailroom			Shirlee Pace
Facilities Services			George Warren
Facilities Services			Gregg Moore
Facilities Services			Donald Caplinger
Facilities Services			Brian Fetterhoff
Executive Director	Corporate Alliance	Line Item appropriation	Patrick Gerity
Administrative Assistant			Cassandra Gabor
Secretary			Vacant
Regional Manager		Fees for services, grants and contracts	Vacant
Regional Manager			Vacant
Regional Manager			Vacant
Project Managers			Vacant
Director	Community and Economic Development Network of Pennsylvania	Grants and contracts	Fred Baer
Secretary			Cora Bellamy
Coordinator, Administrative Services			Carol Merryman
Administrative Services Clerk			Vacant
Coordinator, WEDnetPA/DCED-CJT			Vacant
Coordinator, DEP			Vacant
Chief Academic Officer	Extended Campus/Virtual University Project	Appropriation	Planned position
Director, University Center for the Capital Region			Barbara Maroney

Complement: Educational Resources Group/State System of Higher Education

Title	Unit	Revenue Source	Incumbent
Administrative Assistant/Student Services	Extended Campus/ Virtual University Project	Appropriation	Kristina Mumma
Support Specialist			Christine Lawson
Coordinator, Northern Tier Educational Initiative			Walter R. Wagonseller
Coordinator, Southern Tier Educational Initiative			Vacant
Coordinator, Eastern PA Educational Initiative			Planned position
Chief IT Officer, Dixon University Network/ Coordinator, Keystone Library Network		Consolidated University Operations	Eric Zeglen
IT Manager			Kathryn Magar
Communications Manager			Garrett Anderson
IT Technician			David Sevenack
Coordinator, Center for Distance Education		Appropriation	Ellen O'Hara Mays
Web Master			Planned position
Director, Adult Learners Resource Center			Planned position
Executive Director	Center for Policy Studies/ Academy for Leadership and Change	Fees for services, grants and contracts	Anthony Ceddia
Executive Assistant			Barbara Geist
Director, Institute for Internships, Applied Research and Commonwealth Relations	Policy and Research	Fees for services, grants and contracts	Planned position
Secretary			Planned position
Resident Faculty Director, The Harrisburg Internship Semester (THIS) Program		Appropriation	Mary Jo Campbell
Director, Labor Education Institute			Wesley H. Johnson
Secretary, Labor Education Institute			Charlyn Moten
Executive Director	PA Academy for Teaching and Learning	Line Item appropriation, grants and contracts	Stephen Pavlak
Assistant Director			Sandra Sheppard
Project Coordinator			Vacant
Administrative Assistant			Vacant
Funded Projects			Mary Carr

Organization and Staffing Development

Utilizing the Baldrige Education Criteria for Performance Excellence

In order to effectively manage the pace of organizational change and increased programmatic activity, the Network must be *appropriately* staffed to carry out its mission. We must also commit resources and attention to provide a work environment that enhances the well-being and satisfaction of staff as well as builds staff knowledge, skills and capabilities that will contribute to high performance. It is our intention to create and maintain a work environment that motivates and encourages staff to develop and utilize their full potential in alignment with our mission, vision and goals.

Effective June 29, 2001, the Network will have a Vice-President for Policy, Planning and Quality Assurance. One of the first tasks the Vice-President will have will be to begin the process to evaluate our operation using the Baldrige Education Criteria for Performance Excellence. Recognizing that no benchmarks exist presently, the Vice-President will work with senior management and staff to begin to analyze the Network's work systems; explore possibilities for staff education, training and development opportunities; and measure staff satisfaction. A Continuous Improvement Grant has been requested in the amount of \$12,500 to begin this thorough needs assessment in order to structure a long-term staff development plan.

Consistent with the Baldrige criteria, the development plan will focus on how work is organized and managed to promote cooperation. The plan will also address initiative and innovation, the organizational culture, and the flexibility to keep staff current with the necessary skills and knowledge to effectively meet job demands. Emphasis on improving customer service capabilities will also be stressed.

When the plan is completed and reviewed by network staff, the President and Vice-President will review the document and discuss implementation.

A special fund will be developed to provide resources to help pay for continuing education and professional staff development.

Special emphasis will be placed on management and non-management training. Because the network is diverse in its background and experience, training will range from management improvement programs to dealing with angry customers.

Regarding individual performance, the network intends to use a model in which employees have identified specific performance objectives consistent with their program goals. The Performance and Outcomes Grid found on pages 14-21 identifies the goals, strategies and action steps, the person/area responsible, and the expected outcomes including qualitative and quantitative indicators of success. Annual evaluations will be conducted and employees will be evaluated based upon their ability to successfully meet their individual goals.

Management believes that no professional employee should be surprised by his or her annual evaluation. Therefore, all network managers will experience a six-month informal evaluation. This will allow supervisors the opportunity to share their concerns with employees and provide time to correct deficiencies. It is also important for senior management to be sensitive to how staff views their job performance. Consequently, staff will be given the opportunity to evaluate managers in a manner that is confidential and objective. The network's president will designate appropriate staff to work with the Office of the Chancellor's Employee Relations division to develop the most efficient way to conduct this review.

Governance Document with Planned Amendments

1.0 Introduction

1.1 Background: The System acknowledged the need for a statewide programming mechanism as long ago as its *Mission and Strategic Direction Statements* (1984) and as recently as the Board of Governors' plan, *Imperatives for the Future* (1996). Moreover, the Systemic Change Initiative reported several "issue" areas, many directly or indirectly related to statewide programming. However, the System's goal "to expand collaboration among System universities and with other sectors of higher education, as well as government, labor, business and industry, and community organizations" (*State System of Higher Education Goals: 1998 and Beyond*) has lacked a clear organizational focus.

Please Note: Until 1998, the Dixon University Center had engaged in programming efforts on behalf of the System as a whole and on *ad hoc* basis. For example, the Center administered the Workforce Resource Network partnership with the IBM Corporation and the University Center for Southwest Pennsylvania, as well as the consortially based Pennsylvania Academy for the Profession of Teaching and The Harrisburg Internship Semester.

1.2 Authorization: The Board of Governors established the Office of Statewide Programs on July 9, 1998, under its authority to establish consortia within the System and with other educational institutions and agencies (*Section 20-2006-A, Powers and Duties of the Board of Governors, Act 188 of 1982, as amended*). The consortium is the System's 15th programmatic entity and has complement and budgetary authority independent of the Office of the Chancellor.

1.3 Reporting Relationship: The Office is directly responsible to the Chancellor and was established to engage in statewide programming and consortial arrangements with other

educational institutions, businesses and agencies.

The Board directed that appropriate policies and procedures for the Office's operation be developed with the Office of the Chancellor.

2.0 The Consortium

2.1 Definition: Dixon University Network is a consortium of the System universities created to advance the mission of the State System of Higher Education. The consortium may also include — on a program-specific basis — consortial and cooperative relationships with other higher education institutions, schools, businesses and agencies.

2.2 Policy Committee. The Consortium is administered by the President with the advice of a Policy Committee that includes two members of the Board of Governors identified by the Chairman, two System presidents identified by the Commission of Presidents, two System vice chancellors as identified by the Chancellor, two faculty members identified by APSCUE, and six public members recommended by the President. Members of the Policy Council shall serve two-year terms. The Policy Committee shall meet at least quarterly, and 10 members — including one university president and one vice chancellor — and the President shall constitute a quorum.

The Committee shall also include the System's Chief Counsel as an *ex-officio* member.

2.21 Executive Committee: The Executive Committee shall be made up of the following six members of the Council: the President, one university president, one member of the Board of Governors, one vice chancellor, one faculty member, and one public member. Between meetings, the Policy Council's Executive Committee is empowered to act on behalf of the Board.

2.22 Powers and Duties of the Policy Committee.

2.221 Before implementation, to review and comment on proposed policies

2.222 Before implementation, to review and comment on proposed annual operating budget

2.223 Before implementation, to review and comment on proposed new consortial relationships, memberships and affiliations

2.224 To serve as advocates for achievement of the mission of the Dixon University Network.

2.3 Rapid Response Team. In order to leverage the resources of the consortium, the Dixon University Network shall work on an ongoing basis with the members of a Rapid Response Team made up of representatives of the System universities. Rapid Response Team members, appointed by the university presidents, shall be knowledgeable of resources available at the universities, and of the procedures for accessing those resources in a timely manner for statewide programming.

2.4 Constituent Elements. The Dixon University Network shall be made up of those projects accepted by the Policy Committee and sharing the following organizational characteristics: (a) institutionally neutral, (b) cooperative in nature and (c) supported by discrete funding. The Dixon University Network shall include the following program groups:

2.41 Community and Economic Development Network

2.42 The Extended Campus/Virtual University

2.43 Pennsylvania Academy for the Profession of Teaching

2.44 Center for Policy Studies and Leadership

2.45 The Institute for Internships, Applied Research and Commonwealth Relations

2.46 Office of Corporate Alliance

2.5 Advisory Groups. The Dixon University Network shall establish program specific advisory groups as appropriate to assist the President in developing proper relations with the constituencies served.

2.6 President. The President is the chief executive officer of the Dixon University Network; and is appointed by and directly responsible to the System's Chancellor. The Chancellor shall evaluate the President in accordance with the policies of the Board of Governors.

2.61 Powers and Duties of the President. Subject to the policies of the Board of Governors, the President shall:

2.611 Except insofar as such matters are governed by collective bargaining agreements, and subject to the policies of the Board of Governors, appoint such employees, professional and non-instructional, as necessary; fix the salaries and benefits of employees; and establish policies and procedures governing employment rights, dismissal, leaves of absence, grievances, and salary schedules.

- 2.612 Make and implement specific policies pertaining to the activities of the Dixon University Network following consultation as necessary with the Policy Committee.
- 2.613 Develop policies and procedures for the administration of the Dixon University Network and the use of facilities in consultation with the Office of the Chancellor.
- 2.614 Collect and disburse tuition, establish and retain fees and special charges, and reallocate such sums among the various expenditure classifications as may be necessary for effective management.
- 2.615 Prepare, and after review by the Policy Committee, submit to the Chancellor the annual operating budget requirement.
- 2.616 Within the limitations of the operating budget and other funds available, in accordance with procedures established by the Board of Governors and the Office of the Chancellor, negotiate and award contracts for equipment, services and supplies.
- 2.617 Cooperate with and accept grants contracts for services and assistance from federal, state and local agencies; foundations; corporations; or any other lawful source for any lawful institutional purpose.

3.0 Programs of Instruction

The Dixon University Network may develop and offer noncredit programs in the area of workforce and economic development and in response to demonstrated need from the System's underserved constituencies; and award certificates and/or Continuing Education Units (CEUs) to persons successfully completing these programs. With the development of the Virtual University, the Dixon University Network may eventually offer credit courses.

- 3.1 The Dixon University Network may create certificate programs that draw credit courses from several cooperating institutions. For example, it may award a Certificate in Operations Research to students completing a prescribed course of study that might include credit courses in economics mathematics/statistics and information systems from different cooperating universities.

4.0 Continuation of Powers and Duties

All powers, rights, privileges, duties, and obligations of the Educational Resources Group shall continue in full force or effect.

5.0 Annual Reports

The Dixon University Network shall submit a comprehensive report of its activities annually, and file planning documents as appropriate with the Office of the Chancellor that detail the Dixon University Network's projected role in meeting the System's goals.

Facilitating Access

A critical part of the Educational Resources Group's purpose has been extending access to higher education programs and services to previously underserved communities. The University Center for the Capital Region — as a fully supported educational site — has been both the ERG's core effort in this regard, and a model for service to other communities. Specifically, the consortium at the University Center of System universities and affiliates has been designed as (1) a cooperative — hence, cost-effective — response to the needs of working adult students in the Capital Region, and (2) a new "market" for the System's degree-bearing courses and programs.

Consortium Members. The consortium began programming in spring 1988 with 132 undergraduate registrations for two affiliates, Elizabethtown and Lebanon Valley Colleges (which withdrew from the consortium at the end of the spring 1989 semester). Shippensburg and Indiana began programming on site in the fall 1988, and were joined by Kutztown the following year. As of fall 2001, the consortium will include six System universities (Clarion, Indiana, Kutztown, Millersville, Shippensburg, and West Chester) and four independent affiliates (Elizabethtown, Philadelphia College of Osteopathic Medicine, Rosemont, and St. Francis). *Please Note:* Duquesne University joined the consortium in fall 1997 and will withdraw at the end of summer session 2001.

Program. Working together in fall 2001, members of the consortium will offer six undergraduate, eleven master's degree and two doctoral programs — all designed for working adults, all offered in the evening and on weekends. *Please Note:* The enrollment history chart does not include summer sessions.

Instructional Facilities. The Center — which is in session six days a week, 44 weeks a year — occupies a fully utilized instructional facility at the Dixon University Center that includes two PC classrooms, a PC instructional lab and 12 classrooms including four equipped for distance education. *Please Note:* These facilities are used during the day as a conference/training center.

Educational Services. Students and faculty are regularly surveyed regarding their satisfaction with the facility and the range of services offered on site; these surveys systematically drive the Center's continuous improvement efforts. One notable outcome of these processes is the purchase of WORKS, an institutionally neutral, Web-enabled registration and payment system that has been *beta* tested and will be fully implemented in fall 2001. *Please Note:* The WORKS system will be used throughout the Extended Campus/Virtual University.

Semester	Courses Offered			Course Registrations		
	State System	Affiliates	Total	State System	Affiliates	Total
Fall 93	13	10	23	218	111	329
Spring 94	11	11	22	156	103	259
Fall 94	11	12	23	157	101	258
Spring 95	16	11	27	241	104	345
Fall 95	15	11	26	242	116	358
Spring 96	15	9	24	235	97	332
Fall 96	15	11	26	233	87	320
Spring 97	18	9	27	247	81	328
Fall 97	22	23	45	192	253	445
Spring 98	26	18	44	240	188	428
Fall 98	18	36	54	247	376	623
Spring 99	24	31	55	290	381	677
Fall 99	20	45	65	223	468	691
Spring 00	24	47	71	301	619	920
Fall 00	19	56	75	184	501	685
Spring 01	22	58	80	184	511	695

A total of \$224,178 in tuition was remitted to consortium members for the spring 2001 semester.

Performance and Outcomes Plan: 2000–03

By the end of the Educational Resources Group's third full year of operation, revenues have increased dramatically, and dependence on the System's appropriation has been reduced at the same time that direct payments of tuition, training

contracts and specialized grants to System universities were increasing. Moreover, and with specific reference to progress on the performance goals adopted in July 2000, please note:

	Complete	Ongoing/ significant progress	In Progress	Unaddressed
1. Clarify relationship with Office of Corporate Alliance.	X			
2. Develop/implement mechanism to involve broader range of faculty in activities.			X	
3. Provide Guaranteed Free Training statewide.	X			
4. Expand DCED contract.	X			
5. Serve employers/workers in all Pennsylvania counties.		Training contracts awarded in 64 of 67 counties.		
6. Involve all WEDnetPA partners.		30 of 31 partners have written contracts.		
7. Issue RFP for external program evaluation.	X ¹			
8. Increase level of training provided under Commonwealth ITQ for technology training.		X		
9. Coordinate development of proposal for Building Officials and Code Administrators with California University.	X			
10. Increase number of proposals to provide training.		University Center for SW Pa., and WRN merged with Office of Corporate Alliance.		
11. Strengthen and make routine relationships with four participating universities.		X		
12. Strengthen relationship with AFL-CIO.		X		
13. Strengthen relationships with Pa. Department of Labor and Industry.		X		
14. Develop cooperative programs to enhance labor's role in workforce development.			X	
15. Develop noncredit program.			X	
16. Participate in regional workforce and economic development efforts.		10 contracts including Marconi, e-profile (California), Western Pa. Hospital Council (Slippery Rock), Lord Manufacturing (Edinboro), and Anthony Crane (Indiana).		

	Complete	Ongoing/ significant progress	In Progress	Unaddressed
17. Facilitate interinstitutional cooperation.		Articulation agreement with PAPSAs and five regional universities.		
18. Enhance System marketing.		X		
19. Improve alignment between secondary and higher education.		\$487,220 in grants awarded to fund regional K-16 partnerships led by 10 System universities.		
20. Develop Web-enabled, institutionally neutral student registration system.		<i>Beta</i> test at Dixon Center complete; implementation through Northern Tier, fall 2001.		
21. Increase collaboration with distance education efforts.		Cooperative approach to development of System's Virtual University underway with CDE and KLN.		
22. Increase enrollment in classes at University Center for Capital Region.		X		
23. Develop new degree programs as needed.		New affiliation agreement with Rosemont College and a new on-site doctoral program from IUP.		
24. Develop noncredit program.		Payroll Specialist Certification.		
25. Continuously improve services for students and faculty.		Follow up on regularly administered satisfaction surveys.		
26. Refine/develop working relationships with Northern Tier higher education councils.		NTEI administratively incorporated into ERG; coordinator hired.		
27. Enhance marketing and recruitment to increase enrollment in System courses.		X		
28. Assist in planning efforts with Lock Haven's Clearfield campus.		NTEI headquarters moved to Clearfield.		

	Complete	Ongoing/ significant progress	In Progress	Unaddressed
29. Develop/refine “extended campus.”			Completion of this goal tied to development of virtual university.	
30. Develop THIS program expansion plan.			Addition of “district office” component.	
31. Conduct THIS program review.	X			
32. Develop comprehensive three-year Dixon University Center facilities plan.				X
33. Develop Dixon University Center site technology plan.		Ajilon study completed; recommendations being implemented.		
34. Complete feasibility study of expanded conference business as revenue stream for Dixon University Center.		X		

In summary, six of the 34 three-year goals are complete, 22 are ongoing with evidence of significant progress to date, and five are in progress. Only one goal — development of a comprehensive three-year Dixon University Center facilities plan — is unaddressed and carried forward as an objective for 2001-2002.

¹ Report of the external evaluators is incomplete; findings will be forwarded when received.

Alignment with *Imperatives Affirmed* and State System Goals

<i>Imperatives Affirmed</i>	Extended Campus/ Virtual University	Community and Economic Development	K–16 Education	Policy and Research
C.1 Create collaborative programs that encompass K–16 wherein System universities work with elementary and secondary schools and community colleges to align academic standards for student achievement and teacher preparation programs; provide mentoring, induction, and professional development programs for classroom teachers and school leaders; and support increased involvement and assistance of university and college faculty in public school settings.			X	
C.5 Develop teacher assessment and quality assurance programs for all System-certified teacher education graduates. The program will assure employers that teachers produced by the State System will have a strong knowledge base and exceptional teaching skills. Fourteen regional centers of teaching excellence will be established, one at each of the System universities.			X	
E.1 Appoint a highly visible and broad-based council for economic development to advise the chancellor and System leadership in ways that the System can help meet the Commonwealth's economic and community revitalization needs and to provide continuous advice and information from Pennsylvania's business community about the workforce and development needs of the Commonwealth.		X		X
E.5 Prepare a comprehensive plan and process to address the growing needs of the Capital Region for higher education programs and services.	X	X		
G.1 Develop an implementation process and identify resources to establish a Virtual University... this organization would become a portal for the distance education offerings of System universities and would be authorized to award certificates and degrees using the curricula of System institutions ...	X			
a. Appoint a study group to develop implementation processes and identify resources to establish a Virtual University as a nonprofit corporation ...	X			
b. Establish a new extended programmatic entity by electronically combining the System's existing university centers and branch campuses and building strategic partnerships with community-based higher education councils.	X	X		

System Goals	Extended Campus/ Virtual University	Community and Economic Development	K–16 Education	Policy and Research
Strategic Goal 2: It will strengthen the match between the State System's educational programs, the needs of the students and the state.	X	X	X	X
System Goal 2-2: It will increase program quality and student performance in all teacher preparation programs.	X		X	X
System Goal 2-5: It will develop and implement a relationship management strategy that enhances the System's stature and ability to better serve the needs of business and industry and the Commonwealth.	X	X		
System Goal 2-6: It will increase system-wide program quality and competitiveness, and expand access to System resources throughout the Commonwealth (and beyond). Credit and noncredit programs will be available, through distance education, to a statewide clientele that includes those who are traditionally underserved or geographically isolated.	X	X		
Strategic Goal 3: It will expand access to new and existing clientele, with attention to the increasingly diverse and nontraditional student members.	X	X		
System Goal 3-5: It will increase enrollments for part-time adult students and incumbent workers.	X	X		

Respectfully submitted,

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A consortium of the universities of the State System of Higher Education

Programs in the Educational Resources Group include:

Dixon University Center Campus
Extended Campus/Virtual University
Center for Distance Education
Keystone Library Network
Workforce and Economic Development Network
of Pennsylvania (WEDnetPA)
Office of Corporate Alliance
Center for Policy Studies and Leadership
Institute for Internships, Applied Research
and Commonwealth Relations
Pennsylvania Academy for the Profession
of Teaching and Learning
Labor Education Institute
University Center for the Capital Region

Kim T. Coon
President

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